



JUNIOR LEADERS' MANUAL

**PART I - Background Knowledge
and**

PART II - Practical Leadership

CFP 131(1)

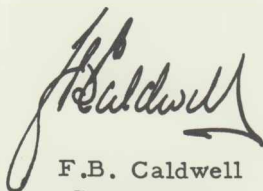


CANADIAN FORCES HEADQUARTERS

FOREWORD

1 May, 1966

1. CFP 131(1), Junior Leaders' Manual, is issued under the authority of the Queen's Regulations and Orders for the Canadian Forces, article 1.23.
2. CFP 131(1) is effective upon receipt.
3. It is permissible to copy or make extracts from this publication without the consent of Canadian Forces Headquarters.
4. Suggestions for amendments should be forwarded through the usual channels to the Chief of the Defence Staff, Attention Director of Training.

A handwritten signature in dark ink, appearing to read 'F.B. Caldwell', with a stylized flourish at the end.

F.B. Caldwell
Commodore
for Chief of the Defence Staff

CANADIAN FORCES HEADQUARTERS

PREFACE

Leadership has always been the primary function of all commissioned and non-commissioned officers in the Canadian Forces. The more varied tasks now imposed on the Canadian Forces through integration demand more efficient and dedicated leadership at all levels than ever before and this can be accomplished by well trained and motivated Junior Leaders who have obtained the willing obedience, confidence, respect and loyal co-operation of each of their men.

The Canadian Forces require the type of Junior Leader who has earned the respect of his superiors by demonstrating his ability to accomplish all the tasks assigned to him; and won the respect of his men by considering the effects of his actions and by always placing their well-being above his own.

The purpose of this Junior Leaders' Manual is to provide specific reference material to assist the Junior Leader in becoming proficient in the demanding task of leadership. Familiarity with, and understanding of, its contents coupled with practical exercises in leadership situations will give the Junior Leader the knowledge and experience which is an essential foundation to good leadership.

Leaders at all levels are to acquaint themselves with the contents of this Manual in order to better guide and assist the Junior Leader in his performance of the most demanding and the most satisfying task in the Canadian Forces.

The debt to the United States Department of the Army's Human Resources Research Office (HumRRO) and to the Defence Research Board for making available the results of their extensive studies in human behaviour for use as the scientific basis for this manual is gratefully acknowledged.

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JUNIOR LEADERS' MANUAL

INTRODUCTION TO PART I

BACKGROUND KNOWLEDGE

TO THE INSTRUCTOR

1. Many years of studying our own press releases have given Canadians a sense of complacency about leadership and consequent morale in the Canadian Forces. Such complacency has been blocking our progress in this field.

2. Studies made by the individual Services on the reasons why a significant number of our men choose voluntary retirement over re-engagement leave us little room for self-congratulations on our present leadership practices. In a summary of these studies entitled "Attrition - The Human Side of the Problem", dated May, 1965, the Director of Personnel Selection and Research at Canadian Forces Headquarters makes the following recommendation:

(that) "Training of NCOs and officers in human relations, leadership and management receive more attention."

3. These same studies indicate that the problem is most apparent at junior levels and that it is, in part, a result of considerable hesitancy on the part of more senior leaders to delegate authority along with responsibility.

4. This preamble should result in the realization that we have been unsuccessful in providing the appropriate and necessary junior leadership training for two significant reasons:

- a. Weakness in theory - has been the result of some rather hazy and conflicting ideas on Leadership itself and by the lack of a reference manual.
- b. Weakness in practice - has been the result of our failure to teach practical Leadership and our reluctance to delegate sufficient authority and

responsibility to Junior Leaders during on-job-training, thus stifling initiative and self-confidence.

5. This Junior Leaders' Manual was designed to help correct these deficiencies. Formal training in itself, however, is not the entire answer. Junior Leaders must be given the opportunity to learn by doing; furthermore, their superiors must permit such learning and be prepared to accept the fact that some mistakes will be made during the learning process.

6. The Manual has been divided into two parts. Part II - Practical Leadership - is designed as the text for students at the first level of leadership. Part I - Background Knowledge - is designed for Leadership Instructors and those more advanced students who require to know "why" as well as "how". This design permits issue of Part II only to beginners, thereby avoiding any problems they might have with theory; and still permits the complete manual to be issued under one cover for the Instructor's ready reference.

7. CFP 131(2) is a more detailed manual covering Leadership at the professional officer level which will be of use to Instructors for additional background material. An additional manual (or manuals) at this level will cover the functions of management, consisting of Planning, Organizing, Directing, Co-ordinating and Controlling. Fortunately, it was found to be both possible and practicable to include these functions of management as they apply in the Services at the Junior Leader level in Part II of this Junior Leaders' Manual.

8. For many years we have taught that the leader possesses certain "traits" which distinguish him from his followers. In recent years social scientists have shown that this "trait" concept is not supported by scientific investigation. In addition, this concept has proven to be dangerous in assessing Leadership because traits are, in the main, invisible and their presence or absence has to be inferred from the conduct of the leader in question.

9. It is only by results that a leader can be measured. Therefore, while a leader's integrity, honesty and loyalty will form a broad personality framework which the follower may recognize and come to depend upon; within this framework the leader must be taught to change his approach to leadership as the condition of his followers and the demands of the situation require. This "Leader/Follower/Situation Concept" now enjoys wide acceptance and is the basis for this manual. Very briefly, it contends that Leadership is affected by three basic elements; the Leader, the Followers and the Situation; and that no two leaders ever get results in exactly the same way.

10. Although this concept, in part, may appear new to you our most successful military leaders at all levels have been using it for many years and are still using it. Now the scientists have given it a name. Not because it is new, therefore, but because it is now set out for the first time for the Canadian Forces, it will be necessary for you to study this Manual carefully before your instruction can be given properly. A Service "training package" at the appropriate level will be made available to you to supplement this manual and it, too, will require careful study. It will include Discussion Topics, Leadership Problems and Situations and Exercise Guidelines.

11. The quality of the final product of your instruction -- the Leader of tomorrow -- will depend to a very large extent on the quality of your instruction and the example you set while teaching and leading those in your charge. You will find no higher calling in your Service career, and none more demanding.

"Self-confidence is the first requisite to great undertakings" -- Samuel Johnson.

PART I - BACKGROUND KNOWLEDGE

CHAPTER 1

THE CANADIAN SERVICEMAN

"God gave men dominion over the beasts and not over his fellow men unless they submit of their own free will" -- Napoleon.

101. GENERAL

1. The average truck on Canadian highways today has $5\frac{1}{2}$ load-bearing wheels, $7\frac{1}{4}$ cylinders and runs on a mixture of 6 parts gasoline and 4 parts diesel fuel. Have you ever seen one? This points up the danger in speaking of average people: we rarely encounter one. As long as this fact is borne in mind it will be useful to consider the Canadian Serviceman and his likely strengths and weaknesses because it should assist us to avoid some mistakes in the leadership of our fellow countrymen.

2. Canada, with its differing ways of life, produces in the most formative years of every Canadian a diversity which no amount of service life can completely erase. Despite these differences, however, life in the Forces does leave its imprint and the longer a man has served the more pronounced these service characteristics will be. This is not to say that there is a distinctive Canadian "fighter-type"; far from it. Our best sailors, soldiers and airmen come in all colours, shapes and sizes from every Province and from all walks of life.

3. The Junior Leader must know his men both as servicemen and as individuals. This is important because, as servicemen, they will tend to think and act alike. This is fortunate from your point of view since it makes them capable of being influenced as a group; that is, capable of being led. The leader must also bear in mind that his men will act very much as individuals in relation to their own particular needs, attitudes, desires and ambitions. Consequently, in dealing with his group, the leader must never lose sight of these individual differences if he is to obtain

maximum performance from each of his men. The good leader looks for opportunities to turn individual characteristics to advantage by instilling that measure of individual self-discipline which will permit the group as a whole to survive and prosper.



Servicemen Tend To Think and Act Alike

4. In the following Articles of this chapter are certain likely strengths and weaknesses of the average -- remember the inherent danger in the word -- Canadian Serviceman. Being one yourself, you are at liberty to agree or disagree, add or subtract. The essential thing is that you should give serious thought to the probable virtues and vices of your followers and of yourself.

102. STRENGTHS

"I was fully aware of the splendid material of which this force was constituted. The men are extremely handy and self-reliant; in fact when well trained they cannot be beaten as fighting soldiers. Their officers, accustomed in civil life to think for themselves, their minds not dwarfed or trammelled by strict rules and regulations, were men after my own heart and

for the work before us they were certainly the best possible material. In parenthesis may I say that if wisdom ruled our councils on military matters -- it does so but seldom -- we should employ a Canadian division under their own officers in every serious war we undertake. Fortunate indeed will be the Commander-in-Chief who should have such a military force at his disposal in any war into which England may be forced." -- Field Marshal Lord Wolseley in 1903, referring to the Red River Expedition and the conduct of the Canadian Militia.



Militiaman of 1870

1. The Canadian Serviceman of today, although related to the Militiamen who served during the Red River Expedition, is by no means the same man. Just how much he has changed, both in his strengths and his weaknesses is a useful topic for your discussion. What are his main strengths today?

2. He is, almost always, a volunteer who has offered his services to Canada of his own free will. He is therefore likely to possess some spark of patriotism and/or love of adventure which you will do well to develop. He will have better initial motivation towards service life than a conscript and his motivation will be strengthened by imaginative and adventurous training exercises.



Servicemen of 1966

3. In two world wars and a number of United Nations police actions he has proven that he will fight as willingly and as well as anyone on earth, when led with courage and wisdom.

4. His keenness and endurance in battle will be related to the zeal and inspiration of his leadership.

5. He is resourceful and imaginative, and the best results will be obtained by encouraging him to use his initiative.

6. In action, he will reserve his greatest loyalty for the leader who is the most resourceful tactician and the most careful to avoid unnecessary losses.

7. In battle crises he is more likely to respond to a man who has the will and the intelligence to give a clear, sensible order than to obey the person who has little in his favour but rank.

8. He will display loyalty and discipline most readily when he is aware that you trust him.

9. The Canadian Servicemen may have integrity, a sense of honour and pride in his Service and at the same time appear to treat these as qualities to be belittled. Your demonstration of such qualities will impress him to a far greater extent than will mere talk.

10. He is most loyal to the men of his own small group. Such bonds of loyalty are a great source of strength to the Service and should not be severed without compelling reasons.

11. He has a good sense of humour and this buoys him up when the "going" is tough. He is seldom happier than when attempting to outwit anyone appointed in authority over him. The need for a leader to retain his own sense of humour is illustrated by the following true story from World War II. A British officer was placed in temporary command of an Australian Battalion. The Australians showed some sense of humour in their resentment of him by appearing one morning on parade, each with a two-shilling piece clamped in one eye as a monacle. Nothing daunted, the British Commanding Officer flipped his own monacle up in the air and caught it again in his other eye as he shouted "Let's see you do this, you Blighters!" This was the beginning of the end of the resentment.

12. The Canadian Serviceman loves to complain. It is very necessary for you, to be able to distinguish between this semi-humorous complaining and the sullen undertones of genuine unrest that result from real or fancied favouritism or injustice.

13. As a group, Canadian Servicemen have an almost unerring ability to ferret out the truth. You may fool all of your men some of the time; but any attempt to fool subordinates is a serious gamble that is seldom worth the risks involved. It is next to impossible to hoodwink a group of men for any length of time.

14. This same group ability enables them to see through their leaders and spot the weak or dishonest ones immediately. While this "instant assessment" is sometimes in error, it may take a very long time for the group to admit it. Therefore, impressions you make from the outset are more important than you might imagine.

15. Besides, these general strengths which apply to some extent to all Canadians, don't forget that there will be regional strengths that are especially applicable to men from Newfoundland, the Maritimes, Quebec, Ontario, the Prairies and the West Coast.

103. WEAKNESSES

"Some people seem to believe that young men who have been self-indulgent, thoughtless, irresponsible and antagonistic to authority will resent being subjected to discipline. This is far from the truth. Their troubles often stem from the lack of a stable, orderly life, and they take to it like ducks to water, An officer who tries to help a man through the transition stage by being lax is doing him a disservice" -- Principles of Leadership (Royal Navy) 1964.

1. Our volunteer system of obtaining recruits tends towards a lower average standard of education, particularly in time of peace, than would a system of conscription. Anything you do to increase their academic education, without interfering with their military training, will tend to make them better Servicemen and better citizens.

2. The Canadian Serviceman is more difficult to lead than is someone brought up in a less democratic and more

disciplined society. Until he is quite convinced of your capability and your sincerity, he will require to know "why" as well as "what" to do. You must be competent to tell him.

3. In the latter stages of World War II there was a greater percentage of "battle exhaustion" casualties among North American ground forces than among the British with American casualties somewhat higher than Canadian. The Russian Army denied having any cases whatsoever. At that time military psychologists of the United States, Canada and Britain reasoned that this fact was due in some measure to the greater "Mother Influence" during a child's formative years in North American society. It may therefore be no exaggeration to say that the successful North American military leader will counteract this "free-rein" mother influence by being more a Boss and an Educator to his men.

4. He is apt to be machine-minded, with a dislike for physical labour. This tendency must be corrected in training and guarded against in battle.

5. The Canadian Serviceman is ill-at-ease when operating alone or in very small groups and he prefers daylight to darkness. Extensive training is required in small group activities and in night operations to overcome these disabilities.

6. Canada's high standard of living has made him extravagant and wasteful of his own property and even more so of government property. Only the most careful supervision of all supplies can correct this fault.

7. He does not enjoy killing and in battle many men have failed to fire at the enemy without knowing exactly why. Therefore, there is need for appropriate training and conditioning of the Serviceman so that he will respond in the desired manner in a battle situation. Even then the most decisive task of junior leaders in battle will be to ensure that all their men are employing their weapons effectively.

8. The Canadian Serviceman must be convinced that a reasonable amount of "spit and polish" raises morale. He

can best be convinced that smartness and respect are the outward signs of military alertness by the constant example of his leaders.

9. He has the modern North American tendency to think "what can I get?" rather than "what can I give?" He is unlikely to learn by listening to speeches the greater inner satisfaction which comes from service. If he learns this lesson at all, it will be by your example and your developing within him needs which can only be satisfied by the desired behaviour.

10. In addition to these general weaknesses there will be certain special weaknesses which will apply to men from specific regions in Canada which may have resulted from a mixture of history, geography, culture and politics. If your men are primarily from a specific region you must strive to understand their background so you can anticipate their likely reaction under any given set of circumstances.

11. In a democracy such as ours there is much stress placed on "equality", and this is as it should be. You must remember, however, that the equality we cherish is the equality of opportunity, the equality of justice; not the equality of ability.

"The hard fact is that all men are not created equal in ability, and as they grow up this difference in ability becomes increasingly evident." -- Field Marshall Montgomery in "The Path to Leadership."

104. QUESTIONS ON CHAPTER 1

1. a. List three general weaknesses you have noted in your followers.
- b. State briefly what steps you would recommend during training to overcome one of them.
2. What do you consider to be the major general strong point shown by your followers?
3. What steps have you taken to exploit this strong point?

CHAPTER 2WHY MEN ACT THE WAY THEY DO

"Man does not live by bread alone" - Deuteronomy 8:3

201. GENERAL

1. Since Leadership is the ability to influence and direct people, the most successful Junior Leader will understand, predict and control the behaviour of his men. To do this job well he need not be a graduate psychologist but he should know something about the behaviour of the individuals and the group he is required to lead.

2. The leader must realize that his every action and order will have a different effect on each of his men and that each of them will respond differently. These individual reactions will result in a group attitude toward the leader and any mission he assigns.

3. The task of the Junior Leader is made easier because people react much more alike than we normally think they do. We think they react differently because we see only a small part of their behaviour. The reactions we don't see are much more similar and more numerous than the reactions we see.

4. Examine the following example: Able seaman Steddy and leading aircraftsman Smartt are standing on the sidewalk outside the ticket gate to a hockey arena. They are suddenly barked at by a civilian policeman to "stop loitering and move on". Steddy moves on but Smartt tells the policeman to "go to hell". Now let us analyze all the reactions of Steddy and Smartt:

a.	<u>Steddy</u>	<u>Smartt</u>
(1)	stomach tightens	stomach tightens
(2)	clenches teeth	clenches teeth
(3)	tenses shoulder muscles	tenses shoulder muscles

(4) clenches fists	clenches fists
(5) blood pressures rises	blood pressure rises
(6) breath shortens	breath shortens
(7) heart beat accelerates	heart beat accelerates
(8) mutters to himself "go to hell"	says out loud "go to hell"

- b. The final outcome is that Steddy attends the game and Smartt spends the night in jail; although the single difference in their total of eight reactions was that Steddy muttered to himself what Smartt said aloud.
- c. This explains that the behaviour we see is not always a reliable guide to the behaviour that is actually taking place. Our conclusions may frequently be incomplete or even wrong because of our failure to appreciate unseen reactions.

5. In Article 202 of this chapter we will go into human behaviour in more detail. In Article 203 we will discuss motivation and how it can best be used to further the leader's primary task of accomplishing the mission and in Article 204 we will discuss service discipline.

202. HUMAN BEHAVIOUR

1. Roots of Behaviour

- a. Despite the fact that the unobserved behaviour of people is much more alike than their observed behaviour, all people are different. Each man's personality is the changing product of his ancestry, his up-bringing, and his experiences as well as the interaction of all his physical, mental and emotional characteristics.

- b. The roots of human behaviour may be described as basic human needs. These basic human needs are classified as follows:

(1) Physical Needs. Air, water, food, clothing, shelter, and the normal body functions are basic physical needs which motivate the individual.

(2) Learned Needs. These concern man's relationship with other men. They are acquired as the individual learns what other people value and the importance of his fellow men to him. Three classes of learned needs are of particular importance in motivating men. They are:

(a) Security. Men will run grave risks to gain future security. No one wants to run the risk of being killed or wounded, nevertheless physical security is the motive behind the statement "kill or be killed".

(b) Social Approval. Few men will take a course of action which is in disfavour with the group because they run the risk of material and physical harm if they do so.

(c) Recognition. Men need frequent proof that they are getting ahead. They work hard to succeed, and if recognition is withheld, will eventually quit or try some other pattern of behaviour.

2. Personal and Moral Values

In addition to the physical and learned needs men are motivated by personal and moral values. These values not only strengthen the individual's character, but also provide him with a source of inner strength and stability during a crisis. Man's striving to live up to the accepted personal

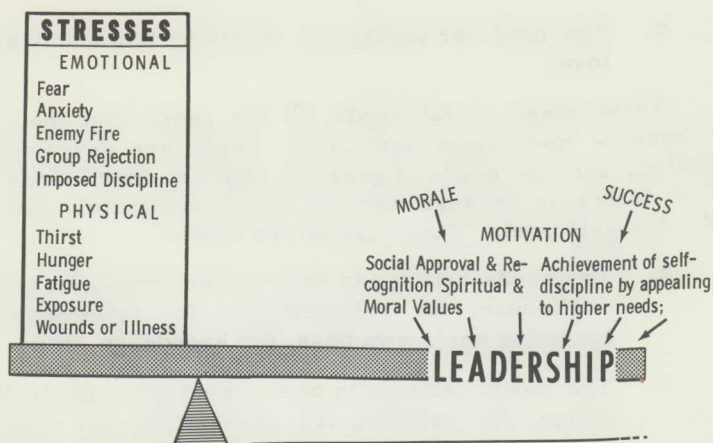
and moral code of his society will help him to overcome fear. Other sources that help provide this stability to the Serviceman are discipline, motivation, morale and esprit de corps.

3. Goals and Frustrations

- a. Experience in the struggle to satisfy his physical and learned needs leads a man to place certain values on objects in life. Highly valued objects become "goals". A meal may be a goal if he is hungry. Promotion may be a goal if he is seeking recognition;
- b. When a man is blocked in his attempts to reach a certain goal, he is likely to become frustrated. The observed behaviour brought on by frustration may take various forms such as anger, cursing, weeping or nervousness. The unobserved behaviour may well result in a serious breach of regulations. For example, the Serviceman who believes he has not been accepted by his group may or may not be heard cursing or seen weeping, nevertheless he is likely to go absent without leave;
- c. No one can completely avoid frustration and its effects are not necessarily all bad. The normal person plans ahead to avoid many frustrations and at the same time takes steps to adjust to his environment. He may alter his methods for attaining particular goals if the ways he has tried are blocked or he may pick different goals which he feels are more attainable.

4. Supports and Stresses

The diagram is a graphical representation of the major forces that influence the behaviour of men. The emphasis on particular stresses or supports will change in different circumstances. Stresses and supports are interrelated and interdependent; e.g., Success fosters esprit de corps and esprit de corps helps to ensure success; supports may become stresses if they are inadequate.



The Lever of Leadership

"With a long enough lever you can move the World."

203. MOTIVATION

1. The air you breathe has no effect on your behaviour until someone tries to suffocate you. Man lives by bread alone only when there is no bread. When he eats regularly and well, hunger ceases to be an important need. It is an important fact that a satisfied physical need is no motivator.

2. Once physical needs are satisfied the next higher level of needs come into play - The safety needs. The need to feel safe from "being deprived of the wherewithal to satisfy his physical needs", from "unfair treatment", from "danger", from "discrimination", the need to "feel secure in his job", these things motivate him and influence his behaviour. A poor Junior Leader will so threaten the security of his followers with indecision, thoughtless decisions and fluctuating policies that their higher needs will never emerge as motivating forces and even the satisfaction of their more basic needs may be in jeopardy.

3. The followers of the good Junior Leader will feel safe and will therefore move onward and upward to the satisfaction of their social needs:

- a. The need for belonging;
- b. The need for association and identification with their comrades;

- c. The need for giving and receiving friendship and love.

4. Above these social needs, in the sense that they do not become motivators until lower needs are reasonably satisfied, are the needs of greatest significance to leaders and to followers because they are rarely completely satisfied - the self needs. These are of two kinds:

- a. The needs relating to self-esteem (needs for self-confidence, for independence, for achievement, for being one's own boss, for knowledge etc);
- b. The needs relating to one's reputation (needs for status, for position, for recognition, for appreciation, for the deserved respect of one's fellow man).

5. Finally, at the summit, are the needs of self-fulfilment. These are the needs for self-development; the giving of one-self for the benefit of others. These needs do not become motivators until all lower categories of needs are reasonably well satisfied but once they do appear they will keep a follower exerting his best effort towards his self-fulfilment. The best followers, and those who should be selected as the next Junior Leaders, are those who are motivated by the need for self-esteem.

6. The good Junior Leader will create conditions and an atmosphere which will encourage his men to seek self-respect by such procedures as:

- a. Delegation and Job Enlargement. Without prejudicing your primary responsibility of accomplishing the mission, offer your men a degree of freedom to direct their own activities. This satisfies their social and self needs by encouraging them to accept and assume responsibility.
- b. Participative and Consultive Leadership. Encourage your followers to direct their energies toward group goals by giving them some voice in decisions that effect them whenever the situation permits consultation.

7. A Word of Caution

- a. The best method to motivate your followers will depend on the following three variables:
 - (1) Your own personal characteristics (nature, attitudes, mannerisms etc.)
 - (2) The needs, attitudes and characteristics of your followers.
 - (3) The situation (i.e., routine, emergency etc.)
- b. The Services exist primarily to deal with desperate situations. They are therefore authoritative organizations because there is no time in battle for consultations with followers; nor do followers expect or wish to be consulted at such a time. In battle, men will cheerfully carry out your most autocratic order if you have first gained their confidence by taking the time and trouble during training to understand them.

204. DISCIPLINE

"Good discipline depends on good leadership and not the other way round." - Principles of Leadership (RN) 1964.

1. As Clausewitz put it "There is nothing in war which is of greater importance than obedience". Laxity of discipline in peace time causes only annoyance and trouble for all concerned, but in war it means defeat and disaster. Discipline, therefore, is of maximum importance to the Services. What is "Discipline" and how do we test for it? The real test of discipline in your group is whether or not your men work as well or fight as well in your absence as they do in your presence. Think about this.

2. Definition

- a. Many people in this modern age dislike the very

sound of the word "discipline" because they associate it wholly with punishment and restraint of so-called "democratic freedoms". Such people forget that self-discipline for the good of the group gives men a sense of accomplishment and pride and is a prime essential of democracy.

- b. The following quotation from a Royal Canadian Air Force Leadership Precise (1963) gives us a fairer definition of discipline:

"It is true to say that a disciplinarian is one who can keep a group of people in order. But it is only a half-truth. A good disciplinarian is one who can influence a group of people to keep themselves in order."

- c. The Royal Canadian Navy, in its Manual of Rank Requirements BRCN Volume I (1961) points out that:

"Discipline" comes from the same origin as "disciple", and a disciple is one who submits to leadership willingly in order to learn. The essential feature of discipline is willing obedience to orders and to those who are authorized to give them."

3. Dangers

- a. It is at the Junior Leader level that enforcement of discipline is most difficult and any mistakes are dangerous to the morale of the men and to the career of the Junior Leader involved.
- b. It is inevitable that the newly appointed Junior Leader is the one most likely to be faced with awkward disciplinary problems. Almost as a matter of course certain men will "try on for size" the Junior Leader before he has had time to learn "the ropes" and without allowing him the opportunity to consult with experienced superiors. However unfair this may be to the Junior Leader,

any serious mistake in judgement by him may well mean the end of his career as a leader before it has properly begun. It is vital, therefore, that aspiring Junior Leaders learn certain essentials of the National Defence Act and how best to use it before they are placed in command of men.

4. Service Law

- a. Punishment should be considered as a method of motivation to be used when a man has failed to respond to other ways. The need for punishment therefore may well indicate a degree of failure on the part of the leader in his use of normal teaching methods. Unfortunately, there will always be some civilians and some servicemen who will have to be taught by punishment and it is necessary to know how to use the NDA.
- b. The Criminal Code of Canada is not a simple document. This is evident from the number of lawyers who make their living interpreting it. Similarly, ^{although} the NDA is comparatively short and clear, ~~and~~ it is not expected that you will become a service lawyer while you are a Junior Leader. Therefore, prior to taking that final step of laying a charge against a man you should consult one of your experienced seniors whenever practical.
- c. In spite of the advice to consult an experienced superior before laying a charge under the NDA, there are certain specific offences that you must deal with immediately. These offences are listed in Article 903.
- d. The essentials of how and when to use the NDA and Queen's Regulations and Orders are covered in Part 2 in the chapters on Reacting to Men's Performance and Handling Problems and Complaints.

- e. In addition, Service Law is taught to Junior Leaders as a separate subject. This short section is included simply to stress the importance of the subject to Junior Leaders and the dangers of resorting to this form of motivation before you have learned how to use it correctly.
- f. This brief study of Human Behaviour and Motivation will close with a quotation very well worth remembering:

"There are no tricks to the building of esprit. Its techniques are those which come naturally in the course of stimulating the interest of all ranks in all the great fundamentals of the military profession, rather than selling short their intelligence and taking it for granted they want nothing beyond the routine of work, liberty, mess call and pay day." - The Armed Forces Officer (US) 1950.

205. QUESTIONS ON CHAPTER 2

1. True or False

The observed reactions of people are much more similar and more numerous than their unobserved reactions.

- 2. Divide into the headings of Physical Stresses, Emotional Stresses and Supports the following list of major forces that influence human behaviour; Enemy Fire, Morale, Thirst, Wounds, Motivation, Fear, Leadership, Hunger, Anxiety, Success, Fatigue, Group Rejection, Achievement of Self-Discipline, Imposed Discipline, and Shelter.

3. Underline the Correct Adjective

The needs of greatest significance to leaders and followers are the (Social, Physical, Self, Safety) needs because they are rarely completely satisfied.

4. List two procedures you should use to encourage your men towards self-respect.
5. Define in your own words "Discipline".
6. List five offences which require that the offender be placed in immediate "close" custody.

CHAPTER 3

GETTING THROUGH TO YOUR MEN

"Men govern with words" - Disraeli.

301. GENERAL

1. You must communicate with a man in order to influence him; therefore each leadership act is, in part, an act of communication.

2. Communication is the process of transmission and receipt of information between two or more individuals. Although the information communicated is normally thought of as factual - ideas, knowledge, facts - much of it is also emotional.

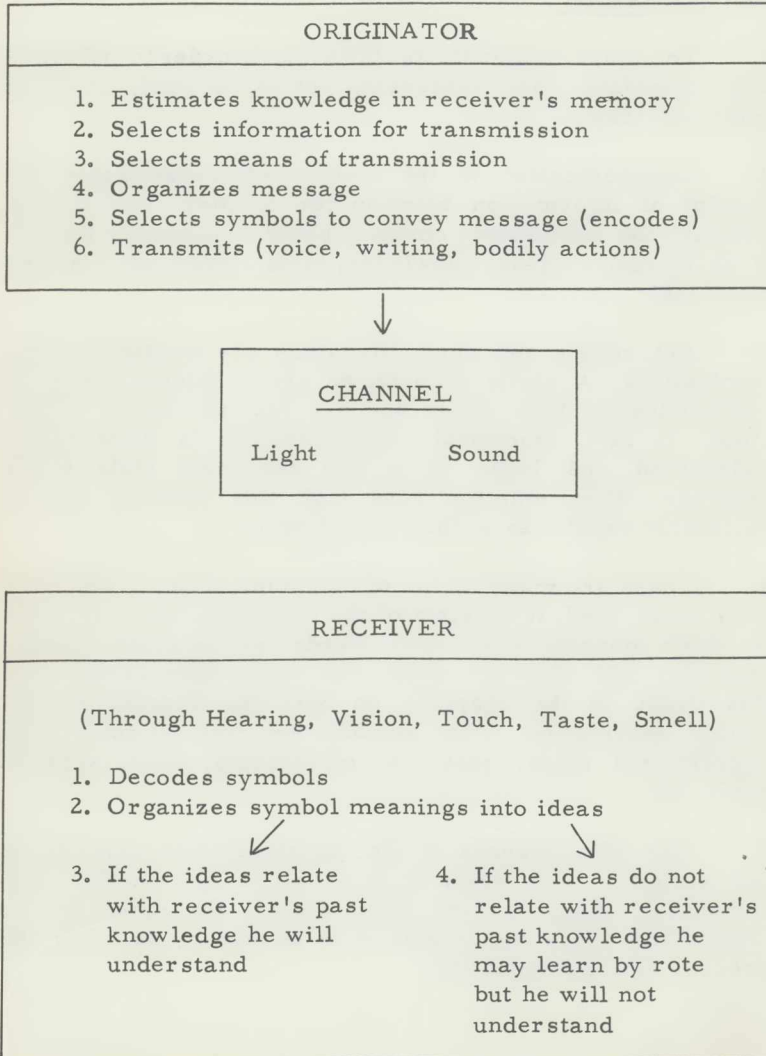
3. Art, music and much literature are emotional communications. A smile or a frown are a quicker means of communication than words and are just as readily understood. In fact, emotional communication is quite easily understood and leads to a like emotional state in the receiver. When emotion runs high this process can be extremely rapid - as in the case of panic.

4. There are many forms of communication. In whatever form it is used, it consists of the transmission of symbols to which meaning is attached. Words are the most common symbols, and they are dealt with more fully in Part 2 of this Guide in the chapters on Securing Information and Giving Information. Other symbols are musical notes, map conventional signs, gestures, movements, facial expressions, etc.

5. The effectiveness of the communication depends on the accuracy with which it is received and decoded. Unfortunately many factors often distort the message. To understand these distortions it is necessary to study the process of communication.

302. THE PROCESS OF COMMUNICATION

1. The process of communication is difficult to explain because it is hidden within the highly complex nervous systems of the originator and the receiver. The process is simplified by the following diagram:



2. Certain facts about the receiver are particularly important to the Junior Leader:

- a. Most communications are received by sight or by sound and both these senses are selective. We can only see in one direction at one time and we tend to concentrate on certain sounds to the exclusion of other sounds in a similar manner. Periodically the receiver's attention shifts. As a result it is difficult for the receiver to maintain his attention on a particular communication for very long. See also Annex "A" to Part 2 of this manual - LISTENING HABITS.
- b. In the decoding process the meaning he attaches to the symbols, will depend on a comparison with his past knowledge. It may therefore be somewhat different, or even completely different, from the meaning intended by the originator.
- c. If a word is unknown, the message stops.
- d. Many of our words have different meanings, e.g., a "peer" is "an equal"; but there are also "peers" of the realm in the UK who are not equals but "superiors". "Fast" may mean "rapid" or "stationary" or "to abstain from food."
- e. Words are often "loaded" with emotion. "Home" "mother", "courage", "enemy", "democracy", "racial", "peace" are such emotionally-loaded words. The result is that a message which contains such words will be interpreted more in terms of the emotion than in terms of logic.
- f. It is possible for the receiver to understand each word and yet not understand the idea. The understanding of the idea depends to a large degree on whether or not the receiver can relate it to his past experience.

- g. Memory of the information received in the communication will be retained longer if it is understood than if it has been learned by rote; but in both cases it will be forgotten unless it is reinforced by review or by further learning.

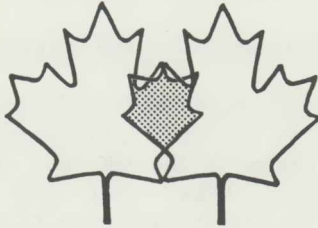
WHAT IS SAID



WHAT IS UNDERSTOOD



(a) Poor Communications



(b) Better Communications



(c) Good Communications

THE PROCESS OF COMMUNICATIONS

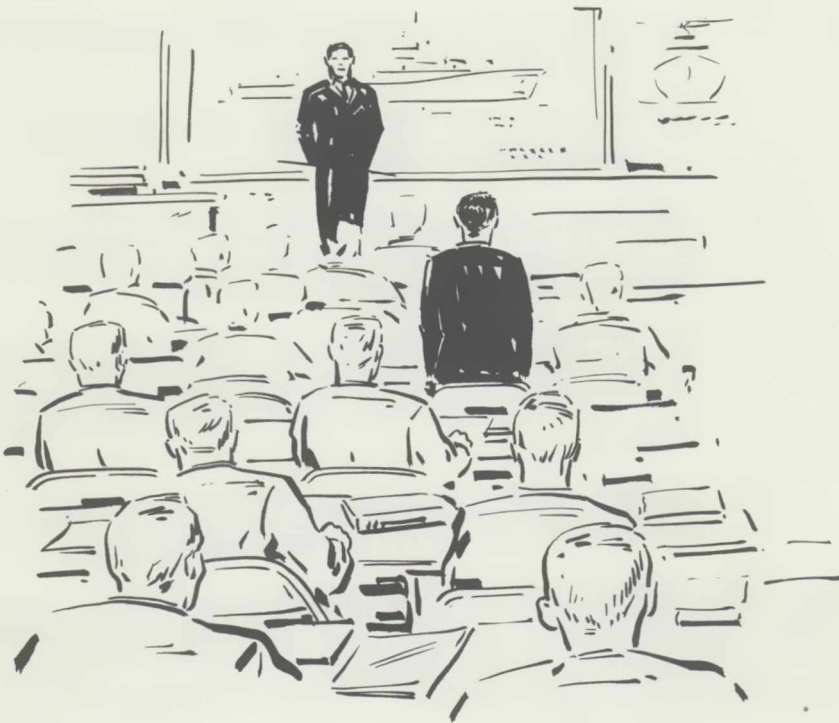
3. It is also necessary for the Junior Leader to bear in mind certain facts about the originator.

- a. The originator is likely to under-estimate or over-estimate the knowledge in the receiver's memory; this leads to the wrong information being selected for transmission;
- b. Selecting the means of transmission is easy. Generally face-to-face talking is the best method - but there are two main advantages to written communications:
 - (1) They can be retained in their original form for later referral.
 - (2) Tabulations, diagrams and sketches save many spoken words.
- c. The organization of the message requires care if it is to follow a logical sequence. An illogical sequence leads to misunderstanding.
- d. In selecting the symbols the originator dares not assume that the meanings existing in his memory are identical with those existing in the mind of the receiver.
- e. Verbal communication is reinforced by the simultaneous use of gestures and expressions.

4. The channel for communication is normally sound or light. Blocking forces are distance, darkness and intervening sound. Since many of the blocking forces are a product of the organization, this subject will be developed in greater detail in Article 303.

5. Feedback is knowledge of results. It is the process by which the originator receives some idea of the effect that his message has had on the receiver. As a general rule, the more complete and immediate the feedback, the better the communication. The originator achieves feedback in some or all of the following ways:

- a. Hearing his own voice in spoken conversations;
- b. Observing facial expressions, gestures and actions of the receiver(s). (This method is liable to error and is not recommended);
- c. Asking questions;
- d. Requiring the receiver to report back or to demonstrate what he has learned;
- e. Allowing the receiver to ask questions.



Feedback

303. COMMUNICATION IN GROUPS

1. Communication is the primary group process. It is required not only to provide the information for the accomplishment of the group task, but also it is necessary to the emotional life of the group -- the building of group attitudes, feelings, morale and esprit de corps which are the binding ties that make the strength of the group greater than the combined strengths of its individual members.

2. In a group of two men there is one possible interaction, i.e., $\circ \longleftrightarrow \circ$. In a group of three men there are seven:



In a four-man group there are 25 possible interactions and in a five man group there are 90. You will note that the complexity of possible interactions has increased far faster than has the size of the group. This shows the great difficulty that exists in getting co-ordinated group activity from a large group.

3. An organization is a patterned relationship among members of a group based on the functions that each member performs. The organization specifies who does what, who uses what tools and who communicates with whom.

4. In an informal group, organization evolves as a consequence of the personalities of the individuals involved. Individual likes, dislikes, skills and personal preferences are all factors in the development of such informal organizations.

5. In formal organizations the pattern of relationships is prescribed by some authority and is based on the logic of the task rather than the personalities of the individuals involved. The Services are inevitably and obviously formal organizations.

6. It is important to remember that all formal organizations are composed of real people with individual personalities. Consequently, within each formal organization there will be a number of informal organizations. "Best Friends", Car Pools, Sports Teams, Hobby Clubs are all examples of informal organizations which may exist within the formal service organization.

7. These informal organizations become the basis for an informal chain of communication within the formal organization. This is commonly known as the "grape vine"; the channel of communication for rumours and other informal communications.

8. Informal organizations within a formal organization have purposes which are different from those of the formal organization. However, it is inevitable that some of the work of the formal organization is accomplished through informal channels. As a result, the actual working organization tends to be a compromise between the formal and the many informal organizations within the ship or unit -- between the logic of the job and the personalities of the members.

304. COMMUNICATION BLOCKS

1. Many leadership failures are due simply to a communication failure. The fact that you may have good judgment and initiative will not overcome a breakdown in communications. The Junior Leader should be aware of some of the major factors which may reduce the effectiveness of communication.

2. The most important of these factors which contribute interference in a communications net are:

- a. Communicating Distance. (because of the telephone and radio this is not necessarily the same as physical distance). Increased distance has three effects which tend to lessen effectiveness;
 - (1) it increases the physical exertion to accomplish the communication, resulting in fewer communications,
 - (2) it introduces a time delay,
 - (3) it cuts down on feedback.
- b. Psychological Distance. We do not communicate easily with those of a greatly different status than

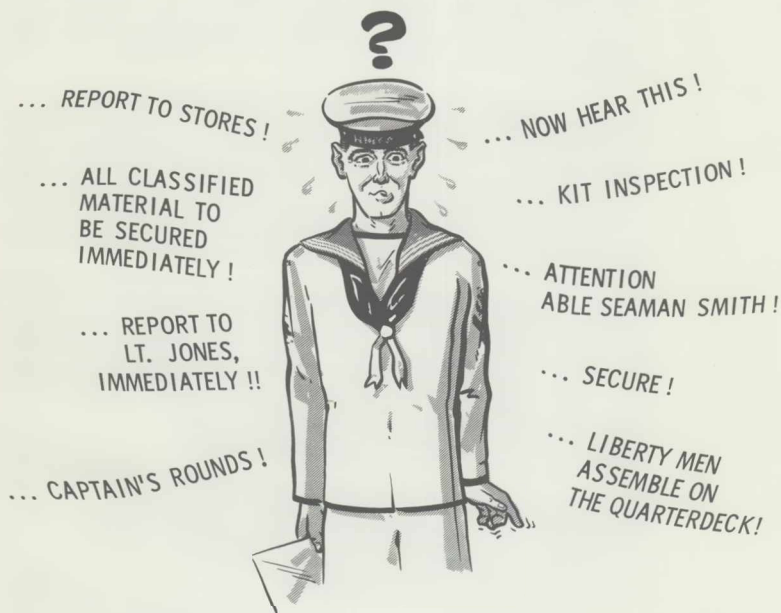
our own. For example a man will find it easier to communicate with a leading seaman or a corporal than with a commissioned officer. In addition to those of different status, we also have difficulty in communicating with those of different culture, social class, occupation or age;

- c. Size of Group. It has already been noted that as the size of the group increases, the leader has more difficulty exercising and controlling the communication process within the group;
- d. Composition. One solution to the size problem is to break the group down into smaller groups, each with its own leader. This, however, introduces new communication problems of delay in relaying and in feedback, in greater possibilities for distortion, and in loss of forcefulness in the communication;
- e. Form. Spoken communication has the disadvantage of rapid distortion in the memory of the receiver. Written communication lacks this disadvantage but has possibly a greater disadvantage in the lack of immediate feedback. It is also slower and lacks the force of a spoken directive;
- f. Purpose. In most formal organizations there is a tendency for communications downward to be excellent, communications upwards poor, and those laterally, non-existent;
- g. Saturation. Too much communication is as dangerous as too little. Over-communication can result in the delay of important messages. The leader who issues too many orders leaves no time for his subordinates to execute them.

3. Effectiveness of communication can be improved by employing the following techniques:

- a. If a message can be misunderstood it probably will be. Therefore, you must prepare messages with the receiver in mind and designed for maximum understanding by him;

- b. Upward and lateral communication should be encouraged fully as much as downward communication;



Saturation

- c. Feedback should be considered as an essential part of every message and procedures should be established to ensure that feedback occurs;
- d. In listening to a communication the receiver should listen to the "feeling" behind it as well as its actual verbal content. The feeling is often a truer communication than the actual words.

4. In summary you should remember that there can be no leadership without communication and therefore you must do what you can to overcome communication blocks. Usually it is neither necessary nor desirable to break up informal groups within your formal group; but it will always be necessary to see that their informal communication systems do not produce "grape vine" rumours that will injure the attainment of the aims of your formal group.

5. Having discussed Why Men Act the Way they Do and Getting Through to Your Men it is now time to study Leaders and Followers.

305. QUESTIONS ON CHAPTER 3

1. ".....basically it (communication) consists of the transmission of symbols to which meaning is attached."

List three symbols available for your use in communicating with your men.

2. "It is difficult for the receiver to maintain his attention on a particular communication for very long". Why is this statement true?
3. List the three effects of "communicating distance" which tend to lessen the effectiveness of communication.
4. "Feedback should be considered as an essential part of every message and procedures established to ensure that feedback occurs". What procedures do you use to ensure feedback?

5. What is your own worst listening habit and what steps have you taken to correct it?

CHAPTER 4

LEADERS AND FOLLOWERS

"All training at all levels has a dual object - To develop us all as leaders of men and followers of leaders" -- The Armed Forces Officer (US) 1950.

401. GENERAL

1. Definitions

- a. Leadership is the art of influencing human behaviour in order to accomplish a mission in the manner desired by the leader.
- b. Management is the science of employing men and materiel in the economical and effective accomplishment of the mission. The leader is more than the manager because he must both manage and inspire.
- c. Command is an appointment whereas leadership is an activity.

2. Classification

A leader may emerge spontaneously from an informal group because he asserts himself and is accepted as being capable of selecting the best method for handling a situation. In organized groups, leaders are either elected or appointed. Being appointed, the services leader has the difficult problem of reconciling the accomplishment of a mission, which may be dangerous or distasteful, with the personal aims of his followers. His problem becomes less difficult as he succeeds in influencing his followers so that their aims more nearly resemble the aims of the organization.

402. THE LEADER

1. Because of man's age-old tendency to idolize his leaders, the study of leadership concentrated for centuries on the leader himself. The earliest and one of the most

prevalent theories has been that leadership is hereditary, that leaders are born and not made. The problem was thus one of simply selecting rather than of developing leaders.

2. With the downfall of feudalism and the advent of democracy, it became even more apparent that leaders often emerged from the masses, and that leadership could be developed. Without denying that heredity may play a partial role in leadership - as it may with all aspects of human behaviour - research has shown that experience, learning and environment are of considerably greater importance.

3. Following the downfall of feudalism and the upsurge of democracy for many years society continued to relate leadership to the personality of the leader. As an outgrowth of this, a theory was developed known as the "trait" concept.

4. This trait concept is perhaps best summarized by Field-Marshal Earl Wavell. In his "Soldiers and Soldiering" the essential elements of leadership which he identifies are:

- a. Robustness, the ability to stand the shock of war;
- b. Practical sense, professional competence, administrative acumen, a grasp of what is possible with the resources available, common sense;
- c. Energy and courage;
- d. Flexibility;
- e. A genuine interest in, and a real knowledge of humanity;
- f. The fighting spirit -- the will to win;
- g. The spirit of adventure, the touch of the gambler, willingness to take risks;
- h. Ability to maintain discipline and inspire devotion through:
 - (1) Justice;

(2) Competence and concern for his men's welfare;

(3) Attention to administration.

5. Sensing the danger of concentrating on what a leader is, Wavell added six commandments on what a leader does as guides that will ensure a leader's effectiveness:

- a. Enforce a strict, but not necessarily stern discipline;
- b. Give praise where praise is due;
- c. Be present with the followers as often and as impressively as possible;
- d. Never indulge in sarcasm;
- e. Tell followers the truth except when security prevents;
- f. Within the imperatives of discipline and control, encourage men in their performance of duties.

6. Modern scientific research has been unable to uncover evidence to indicate that there is any single trait which consistently differentiates leaders from followers, except, perhaps, intelligence. Even here there is also evidence that if the leader is too much more intelligent than his followers, his effectiveness as a leader will be hampered rather than helped.

7. Traits or attributes are difficult to measure because they are not normally visible and their presence or absence has to be inferred from the leaders behaviour. It has been proven that trait assessment is coloured by the individual assessor's ability to describe a leader meaningfully, as well as by the assessor's opinion of which traits are the more important. The Leader/Follower/Situation concept concentrates on what a leader does, rather than what he is; and this is far easier to measure. This Article, coupled with articles 403 and 404 explain the theory behind this

concept -- the concept which forms the basis for Practical Leadership found at Part 2 of this manual.

8. As a first step in determining what a Leader does, rather what he is, a job analysis was done on the leadership role of officer cadets at a number of corps schools in the Canadian Army. The purpose of the job analysis was to identify those job requirements essential to good leadership performance; i.e., the specific functions which a leader must be capable of carrying out if he is to perform well as a leader. These requirements were subjected to statistical analysis by the Directorate of Personnel Selection and Research and, as a result, ranked and weighted in accordance with their degree of importance. These "critical requirements" are listed in detail in paras 7 and 8 of article 403.

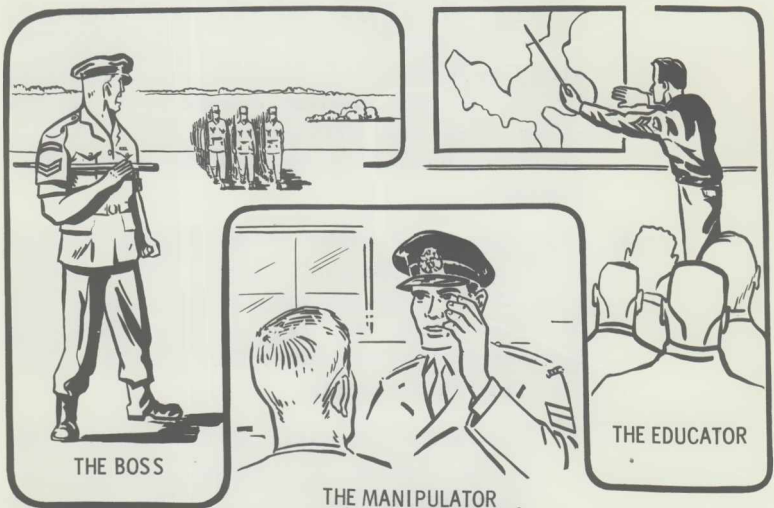
9. It is suspected that the critical requirements for equivalent leaders in the RCN and RCAF may well be nearly identical with those established for officer cadets of the Canadian Army. At Annex "B" to Part 1 of this manual these critical requirements are listed by phases of training, and allotted weights appropriate to their relative importance during specific phases of training. You will note that the weights change during phases of training. This gives us grounds to suspect that the critical leadership requirements differ somewhat at various levels of responsibility. Research in this area is continuing and Annex "C" to Part 1 of this manual is reserved for publication of the resultant critical requirements for both Junior NCO (equivalent) and Senior NCO (equivalent). Pending completion of this study and publication of Annex "C" it will be necessary for the critical leadership requirements at each level of NCO training to be somewhat arbitrarily determined, specified and ranked in order of importance (weighted) in each Service course training package.

10. Leadership Approaches (Styles)

- a. There are many approaches to leadership ranging from Authoritative through Participative to Permissive. Permitting individuals to express their personalities exactly as they please may have some merit in certain service settings but is

dismissed as both dangerous and unlikely at the Junior Leader level. We will concern ourselves with the authoritative, personified by the Boss and the persuasive and participative by the Persuader and the Educator;

- b. No leader will fall entirely into any one of the categories. There will be times when a leader will need to be the Boss. On other occasions he will be the Persuader; and on many more occasions he will be the Educator. The effective leader will choose his approach in accordance with his own personality, the characteristics and needs of his followers, and the demands of the situation;
- c. Certain advantages and disadvantages of each leadership approach will become apparent during the discussion of Followers and the Situation in later articles of this chapter.



Leadership Approaches (Styles)

11. Essential Differences in Service Leadership

a. The foregoing paragraphs in this section have dealt with leadership generally and apply to leaders in all walks of life; in the schools, in business, in the community as well as in the Services. Although leadership in the Service is in many ways similar to leadership in civilian life, it is far more demanding and far more rewarding. It is important to remember these essential differences between the Service Leader and his civilian counterpart:

- (1) The Service Leader is responsible for every aspect of his men's lives 24 hours a day, both on and off-duty. The civilian "Boss" "Persuader" or "Educator" is concerned with performance at work or conduct away from work which may affect on-job performance.
- (2) The Service Leader has little control of the "hiring" of his men and even less control of their "firing". He lacks this powerful motivating force which is available, within contract limits, to his civilian counterpart. On the other hand his authority is much less in question; backed up as it is by service discipline.
- (3) The paramount tasks of the Service Leader is to ensure accomplishment of the mission even if the mission may result in the death of those being led. This is the ultimate in leadership, and of course far exceeds normal civilian requirements.

"The essential basis of the military life is the ordered application of force under an unlimited liability. It is the unlimited liability which sets the man who embraces this life somewhat apart. He will be (or should be) always a citizen. So long as he serves he will never be a civilian." - The Profession of Arms - Lt Gen Sir John W. Hackett.

- b. With this sobering thought it is time to consider the most important ingredient in leadership, those whom we are privileged and honoured to lead: our followers.

403. THE FOLLOWERS

1. The leader does not operate in a vacuum; he mingles continually with his followers and he mingles most of all at the Junior Leader level. It is obvious therefore, that the complex social interaction between the leader and followers and interactions among the followers are vital components of the leadership setting.

2. Since every leader is also a follower you might expect that every leader would know how best to deal with his followers. You might expect that he could deal with his own followers as he wishes and expects his superiors to deal with him. Unfortunately, perhaps because all eyes have been focused on the leader for so long, the follower is often completely out of focus.

3. Many researchers insist that leadership be studied primarily from a follower approach and they make the following claims to justify a specific "Follower" concept of leadership:

- a. Leadership is conferred by the followers on the individual who can best provide for their needs and guide them towards group goals. Details of "The W" Battery Experiment are attached at Annex "A" to Part 1 of this manual. This experiment shows with what accuracy followers confer leadership after even a short period of close association and is therefore a useful example of "Peer Rating."
- b. Personality traits in a leader are relatively unimportant so long as the followers have faith in him.

- c. A group may contain more than one leader and leadership will change as new needs arise and someone else is seen as more capable of providing for the new needs.

4. Whatever the merits of this "Follower" concept it is certainly true that followers will find their own leaders if their appointed leaders fail to provide the necessary inspiration, decision, guidance and control. Once this happens the appointed leader will have trouble regaining his position.

5. Let us consider the likely composition of a group of ten men. First, there will be one or two men who are recognizable by the group as potential leaders. Last, there will be one or two men who are "Passengers" going along for the ride, with no intention of contributing anything more than a bare minimum of performance towards the achievement of group goals. In the middle will be six or eight men who are prepared to contribute their full effort towards the achievement of group goals. This very large and important group are the true Followers.

6. Often it may appear that passengers are the nuisance for which the vast bulk of service regulations have been designed. Since they cause more trouble than they are worth: "why then", you say, "do we bother with them?" This is not an easy question. Perhaps it is best answered by the biblical parable of the Shepherd and lost Sheep (Matthew 18 verses 12-14). Every once in a while a "passenger" is persuaded by a first class leader to become a true Follower. Such a "conversion" does a lot for the Passenger and for the group as a whole; and in addition it gives the leader an inspiring sense of accomplishment. The conversion of Passengers to Followers is one of your most difficult but most satisfying jobs. As a Junior Leader you must take care, however, that you don't spend all of your time on one or two passengers at the expense of six or eight true followers.

7. A leader has three roles. Firstly, he is a service-man and must fulfil all the requirements necessary to perform his service tasks; secondly, he is a Follower; and thirdly, he is a Leader. We have discussed his leadership

role in some detail; what then are the commonly accepted critical requirements for his role as a Follower:

- a. Performing successfully for long periods of physical stress;
- b. Performing successfully for long periods of emotional stress;
- c. Knowing the job;
- d. Correctly applying his knowledge;
- e. Telling the truth;
- f. Acting honestly;
- g. Admitting mistakes;
- h. Accepting constructive criticism;
- j. Learning from experience;
- k. Assuming responsibility;
- m. Taking action on his own;
- n. Complying with rules and orders even though he disagrees;
- p. Supporting superiors and associates even though he disagrees;
- q. Making an effort to co-operate with others and working as a member of a team;
- r. Maintaining a high standard of appearance and hygiene;
- s. Maintaining good personal habits and manners.

8. You will note that the above requirements are all applicable to leaders as well as Followers, but to a greater

degree. The Leader has only six additional commonly accepted critical requirements:

- a. Ensuring the understanding of assigned tasks;
- b. Ensuring the supervision and completion of tasks;
- c. Expressing himself clearly and concisely orally;
- d. Expressing himself clearly and concisely in writing;
- e. Delegating tasks to others;
- f. Maintaining and increasing team performance by demanding consistently high standards regardless of conditions.

9. Having dealt with the Leader and the Followers it is now time to complete the Leader/Follower/Situation concept by discussing briefly the effect of the Situation on Leadership.

404. THE SITUATION

1. "It all depends on the situation" -- how often have you heard this explanation. First off it doesn't sound very helpful. But it is true and to learn it now will save the Junior Leader a barrel of trouble, particularly during his first command.

2. No two situations are ever exactly the same and each must be faced as a new and separate problem. Sometimes a sharp order by the Boss is far more effective than the most stirring appeal of the Educator.

3. What makes a situation? The components will include:

- a. The type of organization.
- b. The culture of the group.

c. Personalities.

d. The mission.

4. Types of organization, even within a service, vary greatly. Cultural characteristics differ as a result of differing needs for skills and levels of intelligence. There are regional, social and economic variations. Environments and missions range from the unavoidable confusion of battle to the deliberate and often deadly routine of peace. These factors require a continuous estimate of the situation. The various situations which will confront you as a Junior Leader in the Services require a very substantial adaptability on your part.

5. In some situations you will need to be the Boss, motivating your followers by applying sanctions and restrictions, rewards and punishments. The following situations often require such authoritative leadership:

- a. When there is extreme danger.
- b. When there is little time.
- c. When large numbers of followers are involved.
- d. When it is necessary to cultivate mental alertness and immediate obedience; e.g., specific phases of basic training such as Foot and Arms Drill.

6. In some situations you will need to be the Persuader, developing a warm relationship with the follower in order to inspire him to achieve the aim by promises, recognition and gratification of his needs. Appropriate occasions for the use of persuasion are:

- a. When there is a rapid turn-over of personnel;
- b. The brief, single-purpose situation where it is unlikely that leader and follower will meet again on the same terms;

- c. When dealing with the particularly naive or ambitious follower.
- d. Under hardship and personal difficulty;
- e. Interviewing and Counselling.

7. In many situations the best leadership approach to adopt is that of the Educator. Here the motivation will be through the presentation and discussion of material to be learned. The leader will employ skillful question technique, encourage the maximum response from his followers, requiring them to interact in problem-solving situations. He encourages them to accept responsibility and to assume the leadership role themselves at every opportunity. Appropriate occasions for the use of this educator type of leadership are:

- a. When the group is reasonably small;
- b. When time is available for the learning process;
- c. Problem solving;
- d. When the aims of the followers are not too different from the aims of the organization and the leaders.

8. Summary

- a. In summary, the Leader/Follower/Situation Concept can be stated briefly as follows:
 - (1) Leadership is affected by three basic elements, the leader, the followers and the situation.
 - (2) There is no recipe for making a leader, and no two leaders ever get results in the same way. Each leader, in analyzing the various components of a leadership problem, will be affected in a different way by his personality, the personalities of his followers and the components of the situation that confronts

him. These variances make the use of a standardized solution quite impossible.

- (3) Any reasonably intelligent person, no matter how inexperienced, can study, practice, cultivate and apply the techniques of leadership. Each leader must arrive at his own solution for each problem based upon his analysis of these three basic elements in the leadership environment -- the Leader, the Follower and the Situation.

405. PRINCIPLES OF LEADERSHIP

1. The following ten principles of leadership have been developed as the outcome of long and intensive analysis of leadership behaviour throughout the history of military organization. These principles are stressed in the practical part of this manual and it is therefore, only necessary to list them here:

- a. Achieve professional competence;
- b. Appreciate your own strengths and limitations and pursue self-improvement;
- c. Seek and accept responsibility;
- d. Lead by example;
- e. Make sure that your followers know your meaning and intent, then lead them to the accomplishment of the mission;
- f. Know your men and promote their welfare;
- g. Develop the leadership potential of your followers;
- h. Make sound and timely decisions;
- j. Train your men as a team and employ them up to their capabilities;

- k. Keep your followers informed of the mission, the changing situation and the overall picture.

2. This concludes the theory part of this manual, which has included the minimum background knowledge you will need to understand the "Whys" of leadership.

3. Part II of the Manual is the practical portion where we will discuss specifically HOW to exercise your leadership function. Part 2 is Practical Leadership at the Junior Leader level and is arranged under the following chapter headings:

- Chapter 5 - Securing Information;
- Chapter 6 - Planning and Organizing;
- Chapter 7 - Giving Information, Orders and Instruction;
- Chapter 8 - Supervising;
- Chapter 9 - Reacting to Men's Performance;
- Chapter 10 - Handling Problems and Complaints;
- Chapter 11 - Representing Your Men;
- Chapter 12 - Setting the Example.

4. You were selected as a Junior Leader because you are a reasonably intelligent person. No matter how inexperienced you are, you can become a real leader if you study, practice, cultivate and apply the techniques of leadership outlined in this Manual with the Golden Rule as your motto:

"Therefore all things whatsoever ye would that men should do to you, do ye also to them: for this is the law of the prophets" - Matthew VII, 12.

406. QUESTIONS ON CHAPTER 4

1. Define "Leadership" in your own words.
2. Which of the adjectives in brackets most accurately describes each of the following Leadership Approaches (Participative, Free Rein, Authoritative, Persuasive):
 - a. Boss _____
 - b. Persuader _____
 - c. Educator _____
3. List the two roles you have in the service that are in addition to your role as a leader.
4. There are sixteen critical requirements for your role as a follower. List twelve of these requirements in your own words in order of decreasing importance.
5. The leader has six additional critical requirements. List them in your own words in order of decreasing importance.
6. After each of the following situations write in the abbreviation for the Leadership Approach you consider to be most appropriate ("B" - The Boss, "E" - The Educator, "P" - The Persuader):
 - a. When there is a rapid turnover of personnel;
 - b. When the group is reasonably small;
 - c. When large numbers of followers are involved;
 - d. When time is available for the learning process;
 - e. When there is little time;
 - f. When interviewing and counselling;
 - g. When there is extreme danger;

- h. When the aims of the organization and the leaders are not too different from the aims of the followers;
 - j. Under conditions of hardship;
 - k. When giving foot or arms drill;
 - l. During Problem solving.
7. Which of the ten principles of Leadership listed in Article 405.1 do you consider to be most important to the Junior Leader?
8. True or False
- Any reasonably intelligent person, no matter how inexperienced, can study, practice, cultivate and apply the techniques of leadership.
9. In your own words, state "The Golden Rule".

PEER RATING

THE "W" BATTERY EXPERIMENT

"One of the fundamentals of democratic life is voluntary self-discipline in the interests of the group to which he belongs" - The Path to Leadership - Field - Marshal Montgomery.

NARRATIVE

1. In 1955 "W" Battery, Fourth Regiment Royal Canadian Horse Artillery was directed to conduct recruit training for all Artillery recruits of the Canadian Army pending the establishment of a training Depot at the Royal Canadian School of Artillery.
2. The battery had only its normal complement of NCOs and unfortunately all of the junior NCOs and all but one of the senior NCOs were married; to detail them to "live in" with the recruit squads would have had the effect of removing them completely from their wives and families for long periods of time.
3. In an attempt to solve this problem it was decided to conduct an experiment in self-discipline wherein the recruits would select their own Junior Leaders to be responsible for their discipline during off-duty hours.
4. The following system was therefore devised and put into effect for the training of seventeen squads of men:
 - a. Once a recruit squad of up to 30 men was formed the men were quartered together under staff NCOs for a period of 3 to 10 days, while the men were being clothed, equipped and tested. At the beginning of their recruit training course one period was allotted for the selection of a Squad Leader, Right and Left Section Leaders, and one Spare.

Annex "A" to Part I (Cont'd)

- b. Duties of the Squad Leader and of the Section Leaders were detailed in writing. They consisted of such duties as:
- (1) reporting any gross off-duty poor discipline to the staff Junior NCO by first parade each morning,
 - (2) knowing the exact whereabouts and activity of each of their men at all times,
 - (3) maintaining good order and discipline of the group or section, as applicable,
 - (4) marching men to and from meals, classes, etc.,
 - (5) acting as demonstrators and otherwise assisting staff NCOs during normal training.
- c. A normal democratic election was held during the first period of training to determine who would be the class Junior Leaders. The Chief Instructor began the period by stating the reasons for the experiment and warning the men that they should vote for the men they considered most likely to lead them into battle and bring them back, alive. Secret ballots were issued and each recruit wrote four names in order of preference. First choice names were awarded 4 points, second choice 3, third choice 2, and fourth choice 1 point. Scrutineers were appointed by the recruits, who called out the names and points to the Chief Instructor, who wrote them on the blackboard. The winner became Squad Leader, second became Right Section Leader, third became Left Section Leader and the fourth became the Spare who would fill-in for any of the others in case of illness, removal from appointment, or absence on duty.

Annex "A" to Part I (Cont'd)

- d. At the conclusion of the election each recruit Junior Leader was given his list of duties in writing and was assured of the support of the officers and NCOs of the Battery. The staff Junior NCO was then removed from the recruit squad, except for his instructional duties during training.

5. Because certain features of the experiment were quite unique from a Service viewpoint, the Chief Instructor studied all available documents on each man prior to each leader selection period and wrote down the potential Junior Leaders he himself would have appointed. In 64 instances out of the total of 68 the leaders selected by the recruits were identical to those the Chief Instructor would have appointed. Of the four cases that differed, subsequent events proved that the recruits were right in three cases and wrong in but one.

RESULTS

6. The burden of discipline during off-duty hours was removed from the staff Junior NCOs. This resulted in some improvement in their morale. Regretably, it also resulted in a noticeable lessening of their intimate knowledge of their men.

7. Despite the fact that no authority of rank was given and no badges of rank were worn by the recruit leaders, discipline within the recruit squads was extremely good; and equal to that found in squads under the most efficient appointed leaders.

8. The Junior Leaders selected by the recruits developed rapidly. Many of them are still serving in the Canadian Army; a few as officers and a substantial number as Senior NCOs.

Annex "A" to Part I (Cont'd)

DISCUSSION HEADINGS

1. The over-riding leadership requirement in the Services is to accomplish the mission. Bearing this requirement in mind, discuss the relative merits of imposed discipline and self-discipline.
2. Is "Peer Rating" (assessment by one's equals) likely to be as accurate as rating by one or more superiors?
3. In your opinion, what is the minimum length of time that men must live together before Peer Rating is likely to be effective?

LEADERSHIP RATING SCALE - OFFICER CADETS

1. In a statistical analysis, completed by the Directorate of Personnel Selection and Research in March, 1966, the appropriate ranking and weighting of requirements for various phases of Army Officer cadet training was established.

2. This analysis indicated that the initial ranking of the requirements for first phase officer cadets by three corps schools (RCAC School, RCS of 1 and RCASC School) correlated highly with the rankings assigned the same requirements by all corps schools. Although minor differences were noted, detailed statistical analysis proved these to be non-significant; consequently the initial ranking and weighting of requirements recorded at App 1 is appropriate for all first phase assessment.

3. Statistical analysis indicated the rank order of requirements for phase one differed from the rankings assigned requirements for the remaining phases of training. However, between phase two and phase three no significant differences in the rank order of requirements were found. Consequently, for phases two and three one ranking and weighting of requirements is appropriate, regardless of corps. App 2 reflects these requirements.

4. The study reflected that Peer ratings on critical requirements at the end of three weeks training:

- a. Relate highly to the final course grades;
- b. On individual requirements can be used to detect those cadets who are progressing poorly and can also be used to identify their special weaknesses for counselling purposes;
- c. Are superior predictors of final course grades than are instructor ratings at this point in training;

Annex "B" to Part I

- d. Are decidedly similar to Peer ratings obtained on the same cadets three years later, despite changes in group structure.

5. The study also shows that the following requirements, in descending order of importance, best predict first phase officer cadet final grades (it does not follow that the same requirements would be the best predictors for a specific level of non-commissioned officer training, however):

- a. Knowing the job;
- b. Performing successfully under extended periods of emotional stress;
- c. Maintaining a high standard of appearance and hygiene;
- d. Making an effort to co-operate with others and working as a member of a team;
- e. Supporting superiors and associates even though he disagrees;
- f. Taking action on his own.

6. A similar study has been requested by the Director of Training on two levels of non-commissioned officer training. When completed, results will be published at Annex "C". In the interim it will be necessary to assign somewhat arbitrary ranking and weighting of requirements for each level of NCO/equivalent assessment.

ASSESSMENTS ON 22 CRITICAL REQUIREMENTS
PHASE ONE

- | | | |
|-----|---|---|
| 1. | Performing successfully under extended periods of physical stress. |  |
| 2. | Performing successfully under extended periods of emotional stress. |  |
| 3. | Admitting mistakes. |  |
| 4. | Accepting constructive criticism. |  |
| 5. | Learning from experience. |  |
| 6. | Assuming responsibility. |  |
| 7. | Taking action on his own. |  |
| 8. | Telling the truth. |  |
| 9. | Acting honestly. |  |
| 10. | Making an effort to co-operate with others and working as a member of a team. |  |
| 11. | Knowing the job. |  |
| 12. | Correctly applying his knowledge. |  |
| 13. | Complying with rules and orders even though he disagrees. |  |
| 14. | Supporting superiors and associates even though he disagrees. |  |
| 15. | Ensuring the understanding of assigned tasks. |  |
| 16. | Ensuring the supervision and completion of assigned tasks. |  |

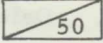
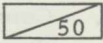
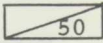
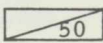
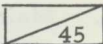
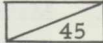
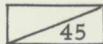
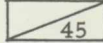
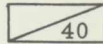
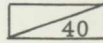
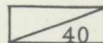
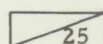
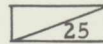
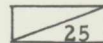
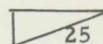
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|-----|--|---|
| 17. | Maintaining and increasing team performance by demanding consistently high standards regardless of conditions. |  |
| 18. | Maintains a high standard of appearance and hygiene. |  |
| 19. | Maintaining good personal habits and manners. |  |
| 20. | Expressing himself clearly and concisely orally. |  |
| 21. | Expressing himself clearly and concisely in writing. |  |
| 22. | Delegating tasks to others. |  |

Total critical requirement score



720

ASSESSMENTS ON 22 CRITICAL REQUIREMENTS
PHASE 2 AND PHASE 3PHASE TWO
& THREE

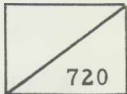
1.	Knowing the job.	
2.	Correctly applying his knowledge.	
3.	Assuming responsibility.	
4.	Taking action on his own.	
5.	Performing successfully under extended periods of physical stress.	
6.	Performing successfully under extended periods of emotional stress.	
7.	Ensuring the understanding of assigned tasks.	
8.	Ensuring the supervision and completion of assigned tasks.	
9.	Admitting mistakes.	
10.	Accepting constructive criticism.	
11.	Learning from experience.	
12.	Maintaining and increasing team performance by demanding consistently high standards regardless of conditions.	
13.	Telling the truth.	
14.	Acting honestly.	
15.	Expressing himself clearly and concisely orally.	

Appendix 2 to
Annex B to Part I

CFP 131(1)

- | | | |
|-----|---|---|
| 16. | Expressing himself clearly and concisely in writing. |  |
| 17. | Making an effort to co-operate with others and working as a member of a team. |  |
| 18. | Delegating tasks to others. |  |
| 19. | Complying with rules and orders even though he disagrees. |  |
| 20. | Supporting superiors and associates even though he disagrees. |  |
| 21. | Maintaining a high standard of appearance and hygiene. |  |
| 22. | Maintaining good personal habits and manners. |  |

Total critical requirement score



720

JUNIOR LEADERS' MANUAL

INTRODUCTION TO PART II

PRACTICAL LEADERSHIP

"Ten good soldiers wisely led
Will beat a hundred without a head" -- Euripides.

TO THE JUNIOR LEADER

1. So you want to be a leader? Good! Wanting to be a leader is the first step in being one. History has remarkably few examples of reluctant leaders who were successful.
2. What is this leader that you want to be? There are many definitions; but we will settle for "anyone who directs and influences his men in such a way that he obtains their willing obedience, confidence, respect and loyal co-operation in order to accomplish a mission". Words that are underlined are key words because they make it clear that men will want to do a good job for a good leader whether or not he is present to direct and supervise them.
3. You will notice that leaders are not confined to the Armed Forces; although leadership in battle is doubtless the most exacting form of Leadership. There is an urgent and continuing need for good leaders in all walks of life. Therefore, the time you invest in the Canadian Forces learning the art of leadership in its most difficult setting will pay large dividends throughout your Service career and will continue long after your Service life to widen your sphere of influence in whatever community you live.
4. What makes a leader? Rank does NOT; it helps, but it is not enough. Badges of rank authorize a man to give orders, but they do not guarantee willing obedience. Men may misinterpret orders; do only what they are specifically told to do without using any initiative; work to advantage only when closely supervised; view you as a dictator or a fool instead of a leader. Clearly rank is not enough. You must also know how to use the authority that goes with rank. This manual is designed to guide you in the use of this authority.

5. It is also true that a man does not need rank to be a leader. Some of the most effective junior leaders in battle have been without rank. If you understand and apply the principles of leadership presented in this manual, lack of rank badges will not seriously hamper your leadership work.

6. This manual is primarily concerned with showing you how to deal effectively with people: your superiors, your equals, your men and others. This is the human relations aspect of the junior leader's job: how to get along with people. A working knowledge of human relations helps you do the most important part of your job, which is to accomplish the mission. It does NOT involve, as some people think, keeping your men happy. It is much more than that. Men do not achieve esprit de corps simply by being together; rather they must do together things which at the best are noble and at the least, constructive.

7. Since this manual is primarily concerned with human relations, you will need to refer to Training Manuals for information on technical subjects such as weapons, tactics, map using, methods of instruction, etc.

8. You will notice that the material in this manual is divided into Part I - Background Knowledge and Part II - Practical Leadership. In general, Part I is the background knowledge you may require to understand WHY; whereas Part II gives more extensive direction as to HOW to lead men. Peacetime leadership functions should follow training for war as closely as possible because the Services exist to fight. Therefore, examples of Practical Leadership were chosen in the setting of the Infantry in battle because there is general agreement that leadership at junior levels is most difficult in this setting.

9. The manual states general principles and examples of how, when and where these principles can be useful. It does not and cannot cover every possible situation that may arise in your group. You are still required to think for yourself. The broad guidelines are here, it is your job to adapt them to particular situations.

10. Not only are you required to think for yourself you are most of all required to take decisive action to accomplish your mission. It is a basic and inescapable fact of military service that this action may be, by its very nature, counter to the interests of some of your men.

11. Field-Marshal Montgomery has defined the beginning of Leadership as "a battle for the hearts and minds of men". When you have mastered -- not just read -- the contents of this manual you will have reached the Start Line. From there on, it will be how you apply what you have learned about leadership which will determine whether you win or lose the "battle for the hearts and minds" of your men.

12. Does the immensity of the job frighten you? It has frightened many great leaders before you. Winston Churchill once said: "courage is rightly esteemed the first of human qualities because it is the quality which guarantees all others." You can take a measure of courage from the fact that service commanders at all levels hope for your success and stand ready to advise and assist you in meeting the challenge of your first command. They realize that competent junior leaders have always been, and will continue to be, the backbone of the Canadian Forces.

"Patience and a tenacity of purpose are worth more than twice their weight of cleverness."



Courage Personified

13. The responsibility rests on your shoulders. Better leaders make better men, and better men make better Armed Forces and a more secure Canada. When your lack of knowledge or wisdom sometimes causes you to despair, bear in mind this quotation from Thomas Huxley:

PART II - PRACTICAL LEADERSHIP

CHAPTER 5

SECURING INFORMATION

501. GENERAL

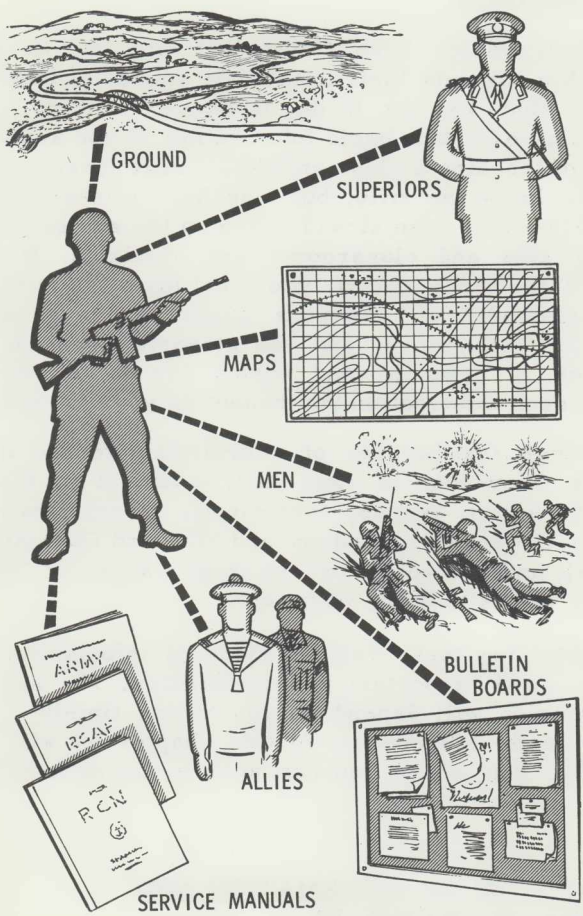
1. Experiments have shown that men tend to look for leadership towards their immediate source of information. Any job that you are to do, in peace or in war, requires that you have certain basic information. If you are assigned the job of teaching a class an FN(C1) rifle lesson, you must not only know the rifle, but also how to teach, how much information your men already have on the subject, and what training aids and classrooms are available. If you are assigned to lead a patrol, you must know the mission; the men, equipment and weapons available, the ground over which you will move; and the strength, location and the activities of friendly and enemy forces in your area. Without such information you cannot do your job properly.

2. Under the heading of information we are including intimate knowledge of your men, technical knowledge and skills (weapons, tactics, equipment), current instructions (Service Orders, Regulations and Standard Operating Procedures), and immediate orders from a superior (what is to be done, who is to do it, when, etc.)

3. Obtaining these various kinds of information is one of your most important responsibilities. The success of each mission will depend on you having timely, accurate and complete information. In this chapter we will discuss how, when and where you can secure the information you need.

502. SOURCES OF INFORMATION AND HOW TO SECURE IT

1. Information may be secured from various sources, all of which will be used at one time or another. In its own special area, each source contains information valuable to you.



Sources of Information

2. Consult Superiors. One of your best sources of information of all kinds, especially technical information, is your superiors. They have had more experience as well as more specialized and intensive training. Being superior in rank, they are closer than you to the major sources of information about regulations, future plans and the current situation.

3. Question Your Men. While you may at first hesitate about seeking information from your men, you need not. Although they may have had less service experience than you have, they often possess skills, knowledge and information which you need. You can and should use your men as an extension of your own eyes and ears to provide you with the information you cannot obtain first-hand because of the physical impossibility of being everywhere at once. Never be reluctant to seek appropriate information from your men. To use them in this way makes them feel more useful; more a part of the team. To overlook them in this regard is bad for morale, reduces the intimate appraisal you will have of each man and, in addition, wastes one of your most valuable sources of information.

4. Consult Other Personnel. Particularly in ground battle situations when, for example, your group may have to relieve another unit or pass through another unit's lines, you will need all of the information these men can give you. In war, both civilians and prisoners may be able to give you valuable and timely information if they are properly questioned on the spot.

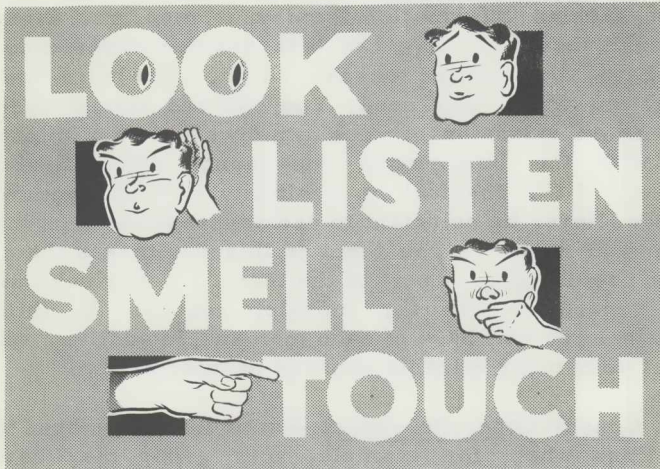
5. Read Orders and Regulations. Study Service Publications.

6. Study Maps and the Ground. Maps and air photos provide necessary information about the ground over which your group is going to operate. The ground around you is an excellent source of information. Keep abreast of the current situation. Be alert to what is going on, where things are located, and how these things affect your group.

7. A Word of Caution. Not all sources of information are equal in accuracy. For example, it is doubtful if a new

man who has spent most of his time as a cook's helper, has accurate knowledge about arms drill. On the other hand, he will have accurate information about the preparation of porridge. You should only seek and accept information from qualified sources, and verify that from questionable sources.

8. How to Secure Information



How to Secure Information

503. WHEN TO SECURE INFORMATION

1. Much of the information you need will be given to you directly by your superiors. Listen, observe and take notes during instruction, announcements on parade and during meetings or briefings. There will be many times when you will not be given all the facts you will need. Information from superiors may be inadequate for your requirements or subordinates may not volunteer information because of timidity or ignorance of the value of the information. You must use your initiative to get whatever additional information you need.

2. Although obtaining information is a continual process there are a number of key times when it is particularly important for you to acquire it for yourself:

- a. When You Join a Ship or Unit., or when you have been away for some time you will need reports about the current situation, future plans, new SOPs, and new men.
 - b. When Assigned a Class to Teach. No matter how skilled you are in a subject, you must make special preparations to ensure that the information you give to your students is up-to-date.
 - c. When Changes are Made. The Armed Forces are continually adopting new weapons, equipment, vehicles, tactics, etc. As a professional it is your duty to keep abreast of these changes.
 - d. When New Activities Are Planned. You will want to prepare yourself and your men for inspections, tests, exercises and other special activities.
 - e. When Occupying a New Sector. In tactical ground situations in a new sector you will be unfamiliar with the ground, the location of man-made obstacles and the strength and the nature of the enemy. Such news is vital and must be obtained as soon as possible;
 - f. When Co-ordinating With Other Units. You must co-ordinate your group's activities with those of another unit if they are planning to pass through your lines, if your group is going to pass through their lines, if you are going to support one another, or if you are occupying adjoining sectors;
 - g. When Being Assigned a Job. You will want to know when to begin, what weapons and equipment are required, and how much time you have.
3. You must use initiative to get the information you need. Ask questions until you are certain that you understand all aspects of your assignment. Ask for materiel such as manuals, maps, sketches, etc., and study them. Ask for a demonstration if you feel it will help. Stay alert, keep your eyes and ears open to the things that are going on around you. Be alert to the ground, and in particular to its tactical implications for your group as well as for the enemy. You

will find that note-taking is particularly useful when attending a class, when interviewing new men, when being briefed by a superior, and when on a patrol.

504. TYPES OF INFORMATION NEEDED

1. Technical Information. There is a variety of technical knowledges and skills which are necessary for the proper performance of your job. A great deal of these facts and skills should be possessed by your men as a result of their initial training. It is important that you be so proficient in the use of them not only in your own capacity, but can also teach them to your men and use them in supervising their learning, assigning their jobs, and evaluating their performance. Besides the technical knowledges and skills listed in service publications for new entry/recruits and for leading seaman/junior NCO, you must be competent in your own trade or specialty and, in addition, you should try to familiarize yourself with the trades and specialties of others with whom you are closely associated.

2. Read and Understand Orders

Despite the difficulties of keeping abreast of service orders it is important that you do so. You must also be familiar with policies, regulations and plans which may directly affect you and your men.

3. Know Your Superiors and Your Equals. You will be able to deal most effectively with your superiors and your equals if you take the trouble to familiarize yourself with such of their personal characteristics as may affect you and your men: e.g., service particulars, length of service and job experiences, level of military knowledge and skill, physical condition (strength, stamina, health), mental condition (things that annoy, things that please, reliability under stress), quality of work he normally does, standard of performance he expects (superiors only), things he is particularly concerned with (superiors only), things he is normally unconcerned with (superiors only).

4. Know Your Men. This subject is of such prime importance that Article 505 of this Chapter is devoted exclusively to it. It is mentioned here as one of the most important types of information needed.

5. Know the Standard Operating Procedures. Every service group has its own SOPs; systems of doing things which the group has developed, understands, uses and accepts. When you first take over a group, you should acquaint yourself with its SOPs. To the extent that the SOP gets the job done, it should not be altered because it relieves you of the necessity of repeatedly issuing orders of a routine nature. The following are some of the SOPs which a small group may have: System for Certain Men to Handle Certain Routine Jobs, System for Rotating Fatigues and Duty Assignments, System for Passing the Word Along, System for Cleaning Quarters, System for Looking After Each Other (the Buddy System).

6. Keep Up-to-Date. You should be aware of the current affairs and situations which may affect the operation of your group. The following is a list of specific current information that you need to know.

a. Current state of Own Ship or Unit.

- (1) Name of each officer in your direct chain of command and location of his headquarters.
- (2) Names of key POs/WOs & Senior NCOs in your direct chain of command.
- (3) Location and activity of each of your men.
- (4) Location and best routes to key facilities - stores, ammunition, first aid etc.
- (5) Challenges, passwords, and other special signals of the day.

b. Current State of Friendly Ships or Units Attached to or in Support of Own Ship or Unit.

- (1) Identification of such ships or units.
- (2) Strength and armament.

- (3) Their activities which may affect your men.
- (4) Availability of fire support.

c. The Ground - Tactical

- (1) Natural and man-made features which may affect the group.
- (2) Tactical Potentialities, such as:
 - (a) possible weapon cover and positions providing fields of fire,
 - (b) possible covered routes for movement,
 - (c) landmarks,
 - (d) possible enemy positions and known enemy positions,
 - (e) likely enemy approach routes.

d. Current State of Enemy Forces - Tactical

- (1) Identification.
- (2) Strength and armament.
- (3) Location.
- (4) Activities, actual and possible.
- (5) Characteristic weapons and tactics.

e. Understand the Immediate Mission. Your superior's orders will apply to your group as a whole and will follow the following format:

- (1) Situation (current).
Enemy, Own Unit, Friendly Units, the Ground.
- (2) Mission (what is required).

- (3) Execution (how the groups will carry out the mission) General Plan (how each group's action fits into the overall picture).
Specific responsibilities of each group.
When the groups are to start the mission.
When the groups are to finish the mission.
Where - locations and routes.
How.
To whom to report when starting.
To whom to report when finishing.

- (4) Administration and Logistics.
Preparations required (clothing, weapons, ammunition, equipment, rations).

Special administrative matters (handling of prisoners, casualties etc).

- (5) Command and Signals.

Call signs and special codes.
Challenges and passwords.
Chain of Command (who is to command if the superior is absent or a casualty).

- (6) Any Questions?

If any essential information is missing it is your job at this time to ask questions.

505. KNOW YOUR MEN

"When you command a platoon you ought to know each man in it better than his mother does. You must know which man responds to encouragement, which with reasoning and which needs a good kick in the pants. Know your men." -- Field Marshal Sir William Slim, quoted in Principles of Leadership (Royal Navy) 1964.

1. Although the above advice was given to platoon commanders, it applies with even greater force to more

junior commanders and living with your men gives you the best opportunity "to know each man better than his mother does."

2. In order to lead your men effectively you must be familiar with many of their personal characteristics. Having such information enables you to make better use of them because you know what they can and cannot do, what motivates them, and what personal problems they have which may affect the kind of work they do in the group. Demonstrating such knowledge also indicates to each man that you are interested in him as a person.

3. The following is a list of things you should know about each of your men:

- Name. (A man's name is to him the sweetest sound in his language)
- Age, including birthday.
- Home town.
- Marital status and number, sex and ages of children.
- Education.
- Hobbies, particularly those of use to the group.
- Civilian and service job experience.
- Peculiarities which may affect his work.
- Length of service and re-engagement date.
- Length of time in the ship or unit.
- Rank and date of last promotion.
- Trade or specialty and grouping.
- Motivation.
- Physical category and Physical condition.
- Personal characteristics (things that bother him, things that motivate him, how he holds up in a tight spot).
- Quality of work he normally does.
- Social relations with other members of the group.
- Date of last leave and last pass.

4. Major Sources of Information. Personal interviews with new men; observing your men and the work they do; listening to your men talk with each other; informal "bull sessions"; questioning them; paying attention to their problems; and examining their records. Keep an up-to-date notebook for this information.

5. A Word of Caution. Some of this information is personal and confidential. Limit the asking of personal questions to times when they arise in the course of normal private conversations or when problems are brought to you by the man for advice or assistance. You must also remember that this knowledge has been entrusted to you for the assistance of the man concerned and for the betterment of your group; not for the amusement of your companions in the mess.

506. COMMON FAILURES IN THIS AREA

1. The following list of common failures in the area of securing information is intended to serve you as a checklist of dangers to be avoided.

- a. Taking action, making plans, or giving orders before getting all the facts.
- b. Failing to observe, listen, or pay close enough attention when attending a class, parade, or special meeting or orders group.
- c. Failing to take notes when the material presented is complex or easy to forget.
- d. Failing to seek clarification from your superior, equal or subordinate who is giving information, if the information is not clear.
- e. Accepting information from unqualified sources, and failing to verify questionable information.
- f. Failing to consider the ideas and suggestions of subordinates.
- g. Rejecting good ideas and suggestions made by your subordinates.
- h. Accepting poor ideas and suggestions made by your subordinates.
- j. Failing to examine manuals, maps and charts, or the bulletin boards.

- k. Having insufficient technical knowledge to be able to read and to interpret maps and charts.
- m. Failing to reconnoitre the ground prior to engaging in a mission.
- n. Having insufficient technical and tactical knowledge to interpret the significance of ground features in terms of the mission of the unit.
- p. Mis-using your men because you have not taken the trouble to learn their individual strengths and weaknesses.
- q. Waiting for too much information, or spending too much time obtaining information, leaving too little time to carry out the task.

2. When you have learnt how to secure knowledge and have obtained all the information you need, don't feel too pompous. As you practice your profession always remember the following quotation by John Dewey the noted American Educator:

"Learning is not wisdom; information does not guarantee good judgement."



Study After-Hours

CHAPTER 6

PLANNING AND ORGANIZING

"There are usually several ways of doing anything and a poor plan vigorously executed is better than the best plan carried out lackadaisically."
- Principles of Leadership (Royal Navy) 1964.

601. GENERAL

1 Once you have the required information, the next step in fulfilling the mission is for you to plan and organize. Your superior's order is a framework for you because he must plan and organize on a broad basis for his organization as a whole; while you must plan and organize in detail for your group. He decides what each group will do; you decide what each man will do. Every mission can be done better if you first plan and organize.

2. Planning and organizing is not something new and mysterious nor is it confined to the Services. It is, according to Canadian Army Staff Duties in the Field, "nothing more than an orderly sequence of reasoning leading logically to the best solution to a problem". This orderly sequence of reasoning is known in the Canadian Army as an appreciation. The logical sequence of reasoning is done by considering the problem in the following sequence:

- a. The aim which is to be attained.
- b. Factors which affect the attainment of the aim.
- c. The courses open to our own side and the enemy.
- d. The plan.

3. At the time of making your decision to become a serviceman you may not have been aware that you were making and following a plan, because the plan was made somewhat unconsciously and automatically. It will be useful now for you to consider your planning at that time under the following headings:

- a. What was your aim?
- b. What were the factors effecting the attainment of this aim?
- c. What were the courses open to you and to the service?
- d. The fact that your plan succeeded suggests that you must have selected as the basis for your plan the course open to you that was most likely to succeed.

4. Planning assists you to anticipate what resources you will need to carry out the mission; helps you to anticipate what problems you are likely to encounter, and aids you to work out in advance the best methods for dealing with these problems. The success of any job depends on the quality of prior planning and organizing. In barracks or in battle, take the time to first plan and organize. Do so at every opportunity because constant practice is needed to reduce the time needed for planning.

602. HOW TO PLAN

1. Planning is a mental process of considering and weighing various ideas. At the junior leader level the basic steps involved in planning are as follows:

- a. Consider the order for the mission.
- b. Examine the conditions under which the mission will be accomplished.
- c. Survey the available resources.
- d. Think over the alternative procedures for carrying out the mission.
- e. Reach a decision.
- f. Put the decision into effect.

2. Consider the Order for the Mission.

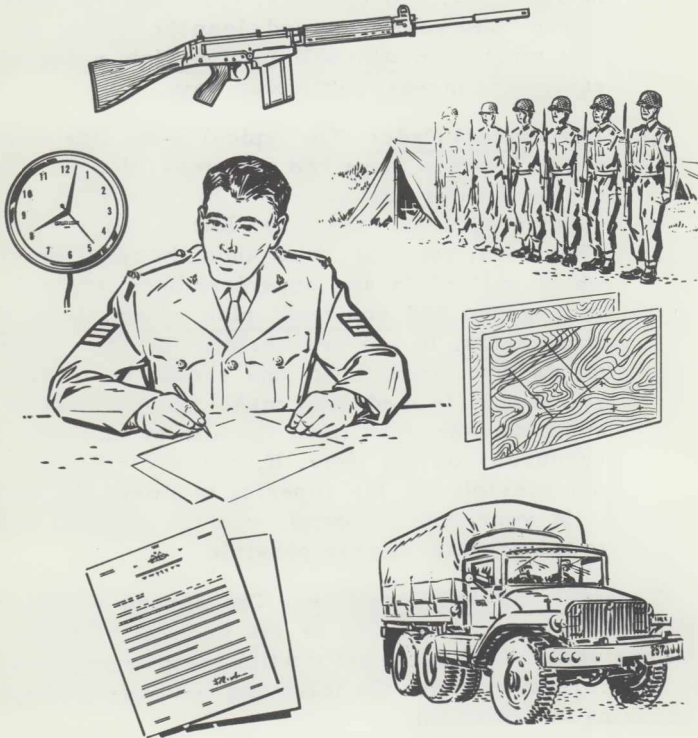
- a. Complete Orders. A complete order requires little planning on your part because the detailed planning has already been covered by unit SOPs or by a superior. Not only what is to be done is specified, but also who is to do it, what equipment to use, when to start, when to finish, where to go, how to go about the job.
- b. Incomplete Orders. An incomplete order requires much planning on your part because the detailed planning is not covered by unit SOPs nor has it been done by superiors. Only what is to be done is specified. For example, your superior orders you to "take your group and clean the theatre now". You must plan who will do which job, using what equipment in what particular way.
- c. The Typical Order. The typical order lies somewhere between these two extremes; that is, some of the details are set down by unit SOPs or by superiors, while others are left to you to decide. Therefore, you must think about the requirements which unit SOPs and superiors have imposed on your group and you must plan within those requirements. If you are certain that the requirements are unrealistic and should be modified, you should immediately make this known to your superior who may limit the aim or increase the resources or the time. If, for any reason, it is not possible for the superior to amend the order it is your duty to comply with the original order to the greatest degree possible.

3. Consider Current Conditions. The second point to be considered in making a plan is the current situation or conditions under which the Mission will have to be performed. (See the information under the following headings in Chapter 5 - Securing Information).

- a. The Current Situation in the Unit.
- b. The Current Situation in Friendly Units in Vicinity.

- c. The Ground.
- d. The Current Situation in Enemy Units.
- e. The Weather (visibility, ground conditions, etc).

4. Examine the Available Resources. The third step in planning is consideration of what you have with which to do the job. List the requirements you will need and compare this list with the available materials; report any shortages to your superiors. The major resources with which you should be concerned are men, equipment and time.



Consider Available Resources

- a. Men. Consider not only how many men are needed but what kind ; for example medical assistant, signaller, man good with a map. You must know who are actually available for the mission, as well as their current level of knowledge and skill, and their physical and mental condition.
- b. Equipment. Your men must be properly equipped. Take into account not only how much ammunition or how many weapons, equipment and supplies, but also what kind of each are needed. Compare your requirements with what you already have or can get from service sources and ask for the difference as soon as possible.
- c. Time. How much time is required for planning, preparing, rehearsal and accomplishment. Note the starting time, the timing of phases, and the time of completion. Also take note how long it normally takes your men to prepare themselves to carry out a mission of this type.
- d. Consider Alternate Procedures. The fourth step in planning is to devise possible alternative procedures for carrying out the mission.
 - (1) Consider Practical Procedures Only. Procedures you work out should enable the mission to be accomplished under the given conditions with the available resources of men, weapons, equipment, supplies and time. Do not waste time taking into account procedures that do not reasonably meet the above requirements.
 - (2) Consider More Than One Procedure. Do not jump to the conclusion that the first procedure you think of is the best one. Think of alternative methods and compare and evaluate their probable effectiveness.

- (3) Consider Emergency Procedures. You cannot control all the things which occur to affect the accomplishment of the mission; you can and should foresee changes which might reasonably occur and examine alternative procedures for dealing with each possibility.
- e. Reach a Decision. The fifth step in planning is to reach a decision as to what plan of action to follow:
- (1) By Yourself. When time is short and a decision is needed immediately. Many battle situations require this kind of decision making.
 - (2) After Consulting Leaders Junior to You. If time permits it is often advisable to confer with leaders junior to you for their ideas and suggestions.
 - (3) After Consulting Your Men. At times it is desirable to allow the whole group to discuss a problem before you make a decision. Decisions on group SOPs, in particular, are best handled in this way. Encouraging your men to express their views increases the likelihood that you will have all the facts before you make your decision. It also increases the probability that your men will obey the decision willingly; firstly because your decision is more likely to reflect and harmonize the different viewpoints; secondly, because men are more willing to obey a decision they have helped to make; thirdly, because individual men will be hesitant to act contrary to group opinion, and finally because the decision you reach will probably be better than it would otherwise have been.

- (4) A Word of Caution. A person who feels that he must always get advice or who is afraid of making unpopular decisions will generally be a poor leader. Take others into account, but make your own decisions; the final responsibility for the decision, in any event, is always yours.

- f. Put the Decision Into Effect. Once a decision has been reached, you should put the plan into effect. In some cases the plan should be put in writing so it can be referred to when needed, e.g., lesson plans, duty and fatigue rosters, etc. In most instances the plan is not written down but is given as verbal orders to your men (see Article 703 - Giving Orders in Chapter 7). In some instances it is desirable to rehearse the plan before putting it into operation.
- g. Planning Time. The first five steps in making a plan may appear to involve a great deal of time, but this is not necessarily true. The whole planning operation may have to be done in a matter of a few minutes. You must be able to think fast, think logically, and think on your feet when the occasion demands speed. When time is not vital, the more time spent in planning, the greater is the possibility that a good plan will result.

5. The Content of a Plan. What should be included in any plan depends upon the mission. Certain essential questions, however, should be answered by any plan and only you can answer them. Your superior cannot answer them for you. When you have answered these questions in your own mind you have decided how to organize your group and are ready to brief your men:

- a. What tasks must be done in order to accomplish the mission?
- b. Who will do what jobs?
- c. When must work start? If there is more than one phase, when must each phase start and finish?

- d. When must the whole job be finished?
- e. Where? What routes?
- f. How? What procedures will be used?
- g. How will emergencies be handled?
- h. Whom do men report to when starting? When finishing?
- j. Dress, weapons and equipment?
- k. Special signals?
- m. Chain of command in the group?

603. WHEN TO PLAN AND FOR WHAT?

1. When to Plan. Sometimes you will be specifically ordered to plan a mission, e.g., when you are directed to teach a class a lesson. More frequently you will not receive specific orders to plan because your superiors expect you to do so on your own initiative. When you should plan depends upon how adequately unit SOPs or a superior's orders cover the requirements of a good plan. When one or more of the elements of a good plan is missing, it is up to you to cover this missing material in your own plan.

2. For What? You may have to plan for two types of mission - special and routine.

- a. Special Missions. Such missions are unusual and therefore cannot be standardized since they apply only for a given time, place, and situation, e.g., a patrol, an attack, setting up a defensive position.
- b. Routine Missions. A routine mission is one which must be prepared repeatedly and which can be standardized. A routine activity so planned constitutes an SOP. The more activities run on the basis of an SOP, the less you are burdened by issuing routine orders to cover routine missions. Most common group SOPs are:

- (1) Giving Men Definite and Continuing Responsibilities. Essentially, this means organizing the group into a functioning team with each man having a position to play - a position in which he specializes. Alternates should be trained to cater for casualties.
- (2) Responsibilities of Your Assistant(s). Your group's SOP should include specific leadership responsibilities for your assistant(s) in order to train him as your replacement.
- (3) Passing the Word. It is particularly important in tactical situations that a plan for ensuring that information is passed from man to man is part of your group SOP. A system of special signals, words or sounds with definite meanings to all members of the group, is sometimes included.
- (4) Men's Whereabouts. Make it SOP that a man leaves the area only with the permission of his immediate superior and after he has stated where he is going and for how long. You should also advise your assistant of your own whereabouts and probable time of return when it is necessary for you to leave the area.
- (5) Selecting Men for Fatigue. This must be done on a roster basis so that each man will know when he is due for fatigue and that he is getting no more than his fair share.
- (6) Cleaning Barracks.
- (7) Taking Care of Each Other. The "Buddy System" makes two men responsible for each other under certain conditions. Allow the men to select their own buddy.
- (8) A Word of Caution. Some SOPs must be developed in co-operation with other junior leaders and with your immediate superior. In any event, it is suggested that the immediate superior be kept informed about each group's SOPs.

604. COMMON FAILURES IN THIS AREA

1. The following list of common failures in the area of planning and organizing will serve as a checklist of dangers to be avoided:

- a. Failure to plan in advance, going ahead on things without planning;
- b. Changing the plan without informing the men or superiors;
- c. Failure to inform superiors when the available resources for an assigned mission are inadequate;
- d. Failure to develop and institute SOPs to deal with routine and recurring jobs;
- e. Failure to prepare a lesson plan before teaching a class.

2. Good planning alone will neither win the battle nor get the routine task done; it requires vigorous and enthusiastic execution, even more than a good plan, to produce victory.

CHAPTER 7

GIVING INFORMATION, ORDERS AND INSTRUCTION

"The judgement men take of their superior is formed as much by what he says and how he says it as by his actions." - The Armed Forces Officer (US) 1950.

701. GENERAL

1. One of your critical responsibilities as a junior leader is to give information to others, particularly to your men and to your superiors. The word "information" includes:

- a. Technical Information which is normally given by teaching;
- b. Current Information. Just as you need timely, accurate and complete information to do your task properly, so do your superiors and your men. Supplying this current information is known as "briefing";
- c. Orders. The first step in accomplishing a mission is getting information, the second step is planning and organizing. Giving orders is the third step. When you give orders you are putting your plan into effect and much of your order will come directly from your plan.

2. Organizing the Information. Regardless of how you are going to give your information (by face - to-face talking, radio or telephone, written message, visual aids or a demonstration) the material must be presented in a logical and systematic way. Follow a lesson plan when teaching, or an operation order when briefing men before a mission. In general, you should follow the principles outlined in paragraphs a. to c. of this paragraph.

- a. Cover One Topic at a Time. Be sure that you have given your audience all of the information about a particular topic before you begin on the next point.

- b. Cover Topics in the Proper Order. When you give your men information in which one thing must occur before another, be sure to cover the topics in the order that they will occur.
- c. Make Sure the Information is Understood. The fact that a man does not look puzzled, or does not ask a question is no guarantee he fully understands what you have said. You should ensure that your men understand by:
 - (1) Encouraging questions;
 - (2) Asking Specific questions;
 - (3) Requiring men to practice. One of the best ways to guarantee that men understand is to insist on them demonstrating or practising what they have been told. For example, if you are instructing a class on the care and cleaning of the rifle, after your lesson you should require them to clean their rifles under your close supervision.

3. Ways of Giving Information

- a. Face-to-Face Talking. This is the most common and easiest way to give information. It has the distinct advantage of direct speaker-to-listener communication which enables the speaker to judge whether or not his message has been received and understood. When using this method of communication - whether you are teaching, giving information or issuing orders - remember these considerations:
 - (1) Make yourself heard. This may require getting your men together in a quiet spot, raising your voice, or moving closer. Be particularly careful to make yourself heard in noisy situations. Face your listeners when you talk to give clarity to your voice and to enable you to judge if your message is being received and understood;

- (2) Speak clearly. This is particularly important for those junior leaders with some language handicap, such as a speech defect or a foreign accent or if your listener is not completely at home with your language. Even regional differences in language and pronunciation can create problems. Speaking slowly and clearly will help overcome such difficulties. Do not be afraid to pause between sentences long enough to determine an effective way to state your next point.
 - (3) Use Understandable Language. Your men are seldom as familiar with military terms as you are. Use words your men understand without "talking down" to them.
- b. Radio and Telephone. The same rules discussed under face-to-face talking apply: make yourself heard, speak clearly, and use words your listeners understand. In addition it is necessary to:
- (1) Be Brief. Many persons must share one radio set or telephone circuit. Think ahead and, if possible write your message in advance to minimize the time required;
 - (2) Follow Correct Procedures. Standard voice procedure must be learned and practiced at every opportunity until it becomes second nature;
 - (3) Use Codes. Consistent use of codes, when they are required, will deprive the enemy of information to use against you;
- c. Hand Signals. In tactical situations you will frequently have to rely on hand signals for the passage of information. Make sure these signals are distinct and visible, if not to all your men, at least to an assistant who can transmit them to the remainder;

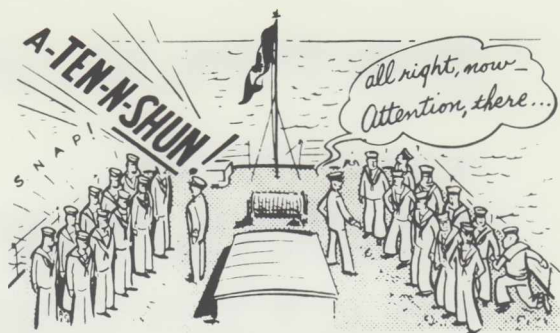
- d. Written Messages. The accepted format for written messages will be found in service manuals. A well written message is clear, complete, concise and answers the questions "what", "where" and "when". Adopt the pessimistic attitude that any message that can be misunderstood will be misunderstood. Make your message in duplicate if possible, and keep a copy for your own use. If the message must be carried, remember the message is only as good as the man you select to carry it;
- e. Visual Aids. A visual aid is any physical object which can help "to put across" what one person is trying to communicate to another. Instructional visual aids are known as "training aids" and include charts, diagrams, mockups, etc. Training aids include more than are available from the Training Aids Section: for example, if you are teaching rifle, the rifle is the best possible training aid. If you are teaching map using, then the map, the compass, the protractor and the ground are all training aids. Visual aids should also be used when you brief your men or give them a mission to perform. In such situations the visual aids are the ground, maps, air photos, sketches and diagrams which assist you to point out positions, places, routes and tactics. Physical object which you can use as visual aids are all around you. Use them. Be sure they are visible to everyone, that your men have the maximum opportunity to handle them, and that the difficult aids are explained. When you show the visual aid you should also explain or demonstrate it;



Let Men Have Practical Experience

- f. Demonstrations. A demonstration is a very effective way of getting information across to others. A demonstration can be a very simple thing such as holding the rifle at "shoulder arms" to correct one of your men or it can be quite complicated, such as stripping or assembling a machine gun. To be effective, a demonstration must be visible, must be explained and must be correct in every detail.
4. Manner of Giving Information and Orders
- a. The manner in which you give orders or information is often as important as what you say. If your manner is hesitant, fumbling and clearly shows a lack of confidence your men are inclined to respond in a similar manner. They may lose confidence in you, in themselves, and in the importance of what they are supposed to do. Follow these rules when giving orders or information:
 - (1) Use positive words. Except when you are only making a suggestion, tell your men to do things, do not ask them: never give them a choice of obeying or not. Do not shout unless you must to be heard above noise. Do not use profanity;

- (2) Use a positive tone. Orders or information should be given in a calm, poised, self-confident tone of voice indicating that you expect them to be carried out immediately and properly;
 - (3) Use positive gestures. Timid or half-hearted gestures should be avoided as much as vague words or a timid tone of voice. Particularly in battle situations your men need reassurance that they have a real leader and a positive, confident manner will help you instill in your men a respect for you and your orders;
- b. When giving information, instruction, or orders to your men you should also encourage them and motivate them to do a good job. While your positive, confident manner will help, there are other things you can do to increase the chances that your men will both remember and act upon your instructions to the best of their ability:
- (1) Emphasize the importance of the information;
 - (2) Indicate confidence in them;
 - (3) Encourage them;
 - (4) Appeal to the competitive spirit. Appeal to their inborn desire for self-improvement by urging them to break a previous record or to do better than another group;
 - (5) Promise inspection. If men are told that their work will be inspected by a superior they will put more effort into following your instructions. This is true not merely or even chiefly because they fear punishment; it is primarily because inspection by a superior is an indication that the work is important. If you promise inspection make sure there is an inspection - by yourself if not by someone more senior;



"... THE MANNER IN WHICH AN ORDER IS GIVEN WILL DETERMINE THE MANNER IN WHICH IT WILL BE OBEYED ..."

- (6) Promise Rewards or Threaten Corrective Action. The promise of rewards should be confined to situations in which unusual demands are being made on your men; your men have been brought up to expect to do a good days work for a days pay. Threats should be avoided except in cases where you have good reason to believe that a man will not make a real effort without the threat. A threat, like a promise, must be kept. Both your men and your superiors will respect you more as a leader if you emphasize the positive and the rewarding parts of the job to be done;

- c. The art of teaching is so important to the Junior Leader of the Canadian Forces that Article 704 of this Chapter is devoted exclusively to "Giving Instruction".

702. INFORMATION

1. Whom to Inform

- a. In addition to the occasional need to inform men from outside your own group you have a continuing responsibility to keep your immediate superior informed as well as all members of your own group. Remember, that within your own group certain men will warrant special attention because they have information deficiencies or special responsibilities:

- (1) Men With Deficiencies. Certain of your men are likely to have information deficiencies such as:
 - (a) the new entry/recruit,
 - (b) the man who has recently transferred from another service or branch,
 - (c) the man who has missed training because of sickness, leave, or work detail,
 - (d) the man who is a slow learner,
 - (e) the man who has the wrong attitude towards the Service.
 - (2) Men With Special Responsibilities. Men with special responsibilities, and their alternates, require instruction so they can perform properly. They must also be given the opportunity to do the job practically. Although it is your responsibility to see that your men receive proper instruction, you need not always instruct them personally. Any expert men you have should be used as demonstrators and any potential leaders should be given minor instructional tasks under your direct supervision to develop their instructional/leadership capability.
- b. Your immediate superiors look to you for important information. Although they will generally have more technical knowledge they will know less about your own group and the situation it faces. Among the kinds of information you can and should give your superiors are:
- (1) Current Situation Within Your Group. Including personal characteristics of your men, state of readiness, operational and logistic needs, local plan and stage of accomplishment and your location.

- (2) Current Situation - Enemy. It is vital that any changes in the tactical situation be passed upwards as rapidly as possible.

2. When to Inform

- a. While you must make it a general policy to keep your men informed, there are certain key times when it is particularly important that you do so:
 - (1) When a man first joins or rejoins your group;
 - (2) When changes have taken place;
 - (3) When something new is coming up for which men have to prepare;
 - (4) When assigning a job or mission to your group as a whole or to one or more men.
- b. Key times to give information to a superior include:
 - (1) When he first joins or rejoins the ship or unit;
 - (2) When he has issued an order that cannot be carried out due to lack of men, time or material;
 - (3) When there has been a change in your group's ability to carry on;
 - (4) When you have information you feel your superiors need, but do not have;
 - (5) When your superiors are clearly basing their plans on incomplete or inaccurate information.

703. ORDERS

"If the trumpet gives an uncertain sound, who shall prepare himself for battle" - Saint Paul.

1. Giving orders is one of your most important jobs. Your orders are never simply a repeat of your superior's because your orders apply to the individual men in your group.

2. What to include in your order depends on the job to be done. At a minimum, it must answer the questions: who does what, when, where, how and with what equipment.

3. Even in orders that are not concerned with tactical operations you will do well to follow the standard format for operation orders: Situation, Mission, Execution, Administration and Logistics, and Command and Signals. This will ensure that you forget nothing and that your orders follow a logical sequence.

4. Your orders should contain enough of the over-all plan so that your men can use their initiative when changes in the situation make the "how" indicated by your order impossible to follow. Your order should also include:

- a. Specific jobs assigned to specific men;
- b. When to begin;
- c. When to finish;
- d. Where, including the best route;
- e. How. If the job must be carried out in a specific way, your order should clearly indicate that way;
- f. Reporting when starting;
- g. Reporting when finishing;
- h. Any preparations required beforehand.

5. There are a number of considerations to keep in mind when giving orders to your men:

- a. Follow the Group SOPs When Assigning Men to Jobs. Except for deliberate cross-training do not alter the normal functions of your men.

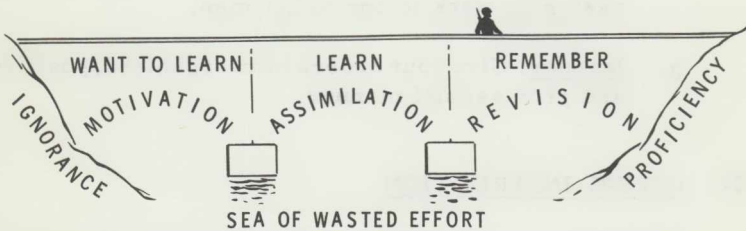
- b. Allot Jobs in Line With Skills.
- c. Allow Initiative. Whenever possible tell your men what to do, not how to do it.
- d. Be Fair. Keep a roster. Do not ask for volunteers.
- e. Avoid Requiring Work on Off-duty Time. When it is necessary you should convince the men of the value of the work and the necessity for doing it outside normal hours. Naturally, any work so vital will also require your full time attendance.
- f. Use Your Subordinate(s). Remember the chain of Command. Check with your subordinate before assigning work to one of his men.
- g. Manner. Give your orders in an organized, positive and professional manner.

704. GIVING INSTRUCTION

1. There is an old maxim which says that "Success in battle depends upon the instructor". Junior Leaders will find that "Teaching" is by far the largest and most important phase of their careers. "Teaching" is no less important than "fighting" and no less satisfying when done properly.
2. It is no accident that a large number of the great leaders of history were teachers. Particularly in a democratic society, there is no easier and no quicker way to win acceptance as a leader than by winning acceptance as a good instructor.
3. To win acceptance as a good instructor you must earn it by learning how to instruct. You should begin to study the service manuals on the principles and methods of instruction as early as possible in your career. You should also use your initiative to find every available opportunity to practice the art of giving instruction.

4. It is not possible to do more in this manual than to emphasize the fundamental importance of this subject to the Junior Leader. Refer him to service manuals, and leave him with the following advice:

- a. Know your subject;
- b. Understand the sequence and the nature of learning;



The Sequence and Nature of Learning

- c. Remember these principles of instruction;
 - (1) clarify and maintain the aim,
 - (2) create and maintain interest,
 - (3) use the senses correctly,
 - (4) create and maintain class participation,
 - (5) simplicity,
 - (6) observe the human factor,
 - (7) confirmation,

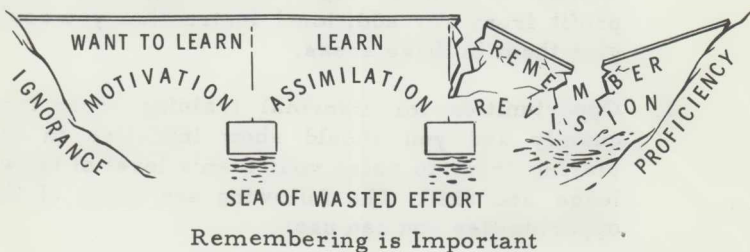
- (8) The first letter in each word in the following sentence may help you to remember the Principles of Instruction:

"An Individual Serviceman Sometimes Prefers Hot Chocolate"

- d. Select the best method of presentation;
- e. Prepare diligently and purposefully. Remember it takes 2 to 4 times as long to prepare a lesson as it does to give it. Save time by using a preparation work sheet.

Collect - Consider - Select - Arrange - Master
CCSAM;

- f. Instruct;
- g. Confirm your instruction. A bridge is no stronger than its weakest arch.



- h. Obtain constructive criticism;
- j. Practice, practice and more practice.

5. Whom to Instruct, and When

- a. Frequently you will be told when to give instructions, briefings or orders by a senior. Your men will also ask you for information and instruction. In most cases you will have to use initiative and give whatever instruction, briefings, or orders that are necessary to get the job done. Because you are familiar with the strengths and the weaknesses of each man you know what information is needed and you provide it.
- b. It is a mistake to assume that men learn all they need to know during regularly scheduled classes. Training plans never completely reflect the current needs of each of your men. You realize that Smith, for example, cannot strip a rifle, that Brown cannot use a map, that Jones cannot make his bed properly. You must remedy this situation by holding informal classes whenever you feel that your men can profit from additional or special training in some subject.
- c. In addition to helping your men correct their deficiencies you can also give your men instruction to help prepare them for new things. For example, if your men had little experience in section tactics or night marching, they would profit from any additional instruction you could give them in these areas.
- d. Opportunities for informal training occur frequently and you should show initiative in exploring them to raise your men's level of knowledge and skill. The following are some of the opportunities you can use:
 - (1) When Work has been done well. When one of your men has done a particularly good job on an assigned task, call it to the attention of the others;

- (2) When work has been done poorly. Stop the man and instruct him how to do it better. You can also use the opportunity to teach the others if you think they are likely to make the same mistake but you must be careful not to ridicule or to embarrass the first man in the process;
- (3) During the Evening. As long as it is not overdone, your men will appreciate your efforts in the evening to help them improve their performance;
- (4) During "Bull Sessions". When your men are holding a "bull session" on some military subject about which they have incorrect information, you can tactfully enter the discussion to give them the correct information.
- (5) When Men Ask Questions. When a man asks you a question on a military subject you can answer either verbally or by demonstration, whichever is more appropriate. If you feel other men can profit from your answer, call them over to learn from it. See also Chapter 9 Article 906 - Critiquing.

705. COMMON FAILURES IN THESE AREAS

1. The following are the most common failures that are classified under "Giving Information".
 - a. Presenting current information, orders or instruction in a disorganized, haphazard and confused manner;
 - b. Failing to speak distinctly and loudly enough for all to hear;
 - c. Using words that the men do not understand;
 - d. Failing to use visual aids or to demonstrate to make clearer what was said;

- e. Giving information too late for it to be of use;
- f. Failing to allow men sufficient time to prepare themselves for a mission.

2. The following are the most common failures under "Understanding":

- a. Failing to ask questions;
- b. Not permitting questions or discouraging them by sarcasm;
- c. Failing to emphasize practice or practical work.

3. The following are the most common failures under "Giving Orders":

- a. Having a timid, hesitant manner;
- b. Asking men to do things, instead of telling them without apology.

4. The following are the most common failures under "Motivation":

- a. Belittling the importance of the job;
- b. Failing to inspect work after so promising;
- c. Promising rewards which cannot be given;
- d. Making little effort to get the rewards already promised;
- e. Threatening men even though they have been doing good work.

5. The following are the most common failures under "Information Men Need to Know":

- a. Failing to give men the necessary briefing or instruction;

- b. Giving incomplete or inaccurate briefing or instruction;
 - c. Lacking the necessary information to teach or to inform;
 - d. Failing to indicate clearly who is to do what jobs;
 - e. Giving men jobs they are not qualified to do;
 - f. Showing favouritism or prejudice in assigning tasks;
 - g. Giving unqualified men too much leeway in how they carry out orders;
 - h. Giving qualified men too little leeway;
 - j. Requiring unnecessary work during off-duty hours;
 - k. Not allowing men sufficient time to finish the job;
 - m. Failing to put someone in charge when he is away;
 - n. Failing to inform men what preparations they should make for the following day;
 - p. Not giving men enough information about how to do a job;
 - q. Failing to give the men the reason for their orders;
 - r. Failing to give the men information about the current situation.
6. The following are the most common failures under "Information Superiors Need to Know":
- a. Failing to keep in contact with superiors;
 - b. Not informing superiors when the group does not have the capability to carry out an assigned mission;

- c. Failing to inform superiors when they are giving incorrect or incomplete information;
- d. Failing to suggest alternative procedures when having more information than superiors;
- e. Failing to request additional men and material when needed;
- f. Neglecting to request for support when it is needed and available.

CHAPTER 8

SUPERVISING

"Accomplish the Mission by Getting Information, Planning and Organizing, Giving Information, Supervising and Inspecting". Automated Leadership Training Program Script - Supervising and Inspecting HUMRRO Unit Task NCO March 1963.

801. GENERAL

1. However clearly you brief your men with specific instructions you cannot assume that the assigned task will be properly carried out unless you follow with close supervision. Some men will forget what you told them to do; others will try to get away with doing as little as possible; still others will become confused about what is expected of them. Often the situation will change, and the orders you gave originally will no longer be appropriate.

2. The purpose of supervision is to ensure that your men carry out your orders promptly and properly in the spirit of Service policy. Your supervision shows the men that the job is important; it enables you to change your orders to meet changes in the situation; it permits you to encourage and motivate the men if the going gets hard; and it makes it possible for you to detect and correct errors in their work immediately.

3. Supervision is an important continuing function of leadership. It is NOT the same as inspecting, although inspection is, at times, a necessary substitute for continuous supervision. In the following articles of this chapter we will discuss Supervision, under the headings:

- a. How to Supervise;
- b. When to Supervise;
- c. Whom to Supervise;
- d. What to Supervise.

802. HOW TO SUPERVISE

1. Supervision is a complex responsibility made up of the following four separate operations, all of which must normally be performed if your supervision is to be effective:

- a. Observing your men as they work;
- b. Giving orders in reaction to changes in the situation;
- c. Examining the completed work;
- d. Reacting to the quality of your men's work.

2. In order to observe your men as they work you should take up a position which gives you a good view of the general situation and from which you can see and communicate. If your men are scattered you should move from man to man or from group to group. Your position should be inconspicuous but should allow your men to see you without giving the impression that you are spying on them. In battle situations you must be constantly on the alert to the location, activities and signals of your superiors, as well as the location and activities of friendly and hostile groups in your area.

3. In the course of observing your men's performance, it is frequently necessary to issue additional orders or instructions as the demands of the situation change. The basic methods used to give orders when supervising are face-to-face talking, and hand signals. Giving orders when supervising is difficult because your men are often spread over a large area. You must therefore, take additional precautions to ensure that men hear or see and understand your orders. Particularly in tactical situations it is important that your men pass your orders on. You should give example, encouragement and motivation to your men by issuing your orders in a calm, cool and self-confident manner.

4. If your men have done a good job, praise them. This method of motivation is discussed more fully in Chapter 9. If your men have made mistakes, correct them. Without insulting the man, correcting should be done in the following manner and sequence:

- a. Stop the man;
- b. Explain what is wrong and why it is wrong;
- c. Show him how;
- d. Have him re-do;
- e. Follow up.

5. Your supervising job does not necessarily end when your men have finished working. Often it is necessary to check, to examine or "to inspect" their completed work. During inspections it is necessary to bear in mind the following considerations:

- a. See what you inspect. Do not take a man's word for it unless his past record clearly indicates that the man does as he is told.
- b. Use a Check List for any complicated inspection.
- c. Inspect personal belongings in the presence of the owner, or in the presence of a witness if the owner is absent.
- d. Handle certain objects when observation alone is not an adequate measure of satisfactory work.

6. Supervising also requires that you react to the quality of the work. Discussion of this aspect of supervision is covered in Chapter 9 Reacting to Men's Performance.

803. WHEN TO SUPERVISE

1. Most of the time you will neither be ordered to supervise by your superiors nor requested to supervise by your men. In such cases you have to use your own initiative and make it a standard procedure to observe your men while they are working, issue whatever orders are necessary to meet changes in the situation, and examine the men's work when it is finished.

2. While you supervise as a matter of routine, there are two key times when it is particularly important to do so:

- a. When your men are working on an unfamiliar job they will welcome your supervision;
- b. When your men are working on a job where failure would be costly, they will appreciate full supervision.

3. You must supervise as soon as possible. Since the main purpose of supervision is to ensure that work is done properly and that mistakes are detected in time to be corrected, it can best be done by observing and directing work in progress rather than by waiting to inspect the work after its completion. Supervision of work in progress also saves time, for the more closely you observe and the more timely your direction, the less thoroughly you need to examine the finished product. On the other hand, if you have been unable to observe and direct your men while they were working, it is essential that you make a detailed examination of the completed task.

804. WHOM TO SUPERVISE

1. Although you are responsible for supervising all of your men, there are certain men who require special treatment in this respect. This special treatment is outlined in paragraphs 2. to 8. of this article.

2. Men who have done good work of a similar type in the past need not be closely observed and directed while they work; nor does their work require close examination. Use the time so saved for the supervision of other men.

3. Men who have done poor work in the past warrant your close supervision and their finished work should be carefully examined. This extra supervision will have to be kept within reason and the reasons for it made known to the individuals concerned so they will not feel they are being "picked on" unfairly.

4. Men whose past work record or whose knowledge about the job at hand is unknown to you should be closely supervised, and their finished work thoroughly examined.
5. When your men are divided into two groups, working in different places, it will be best for you to take charge of the larger group and put the smaller group under the supervision of your assistant. If there are more groups than there are Junior Leaders you should detail the best man in each such group to act in a supervisory capacity.
6. When groups of your men are doing things of differing importance you should take charge of the group with the most important responsibility, regardless of its size.
7. It will often be necessary for you to move from one group to another in order to exercise general supervision over the whole operation. You should assign your assistant if he is available, or the best man in your group to be in charge while you are away.
8. Make full use of your assistant to help you supervise. By using them for some of the supervision you free yourself for planning and co-ordinating and help to develop their leadership potential. You must, of course, supervise the work of your assistant and such other men as you place in a temporary supervisory capacity.

805. WHAT TO SUPERVISE

1. Some of the major activities of your men are listed in paragraph 3. of this article. It is your responsibility not only to issue the necessary orders but to observe your men while they perform these activities, to issue whatever orders are necessary to meet changes in the situation and then to inspect the finished product (if there is one) to make sure that the work was completed properly.
2. While exercising this responsibility you should remember that it is not necessary to issue orders concerning matters that your group is in the habit of doing on its own initiative. When a group is well trained, the fewer orders given the better.

3. Representative major activities coming under the direct supervision of the Junior Leader can be classified under the following headings:

a. Hygiene and Sanitation

- (1) Disposing of body wastes.
- (2) Disposing of garbage and refuse.

b. Instruction

- (1) Attendance and attentiveness during classes.
- (2) Performance of foot and arms drill.

c. Maintenance

- (1) Making beds, airing bedding etc.
- (2) Cleaning living quarters and the group area.
- (3) Cleaning clothing, equipment, weapons and ammunition.
- (4) Laying out kit.
- (5) Marking for identification clothing, equipment, and weapons.

d. Personal Appearance

- (1) Performing personal hygiene (bathing, shaving, haircuts, etc.).
- (2) Wearing the proper uniform.

e. Physical Condition

- (1) Maintaining good physical condition.
- (2) Taking proper care of the feet.

f. Routine Activities

- (1) Getting up and retiring on time.
- (2) Being where required when required.
- (3) Getting on parade on time.
- (4) Maintaining food and water discipline when required.

g. Special Activities

- (1) Administering first aid to the wounded.
- (2) Disarming, searching, and guarding prisoners.

h. Special Preparations

- (1) Camouflaging yourself and your equipment.
- (2) Fitting and packing web equipment.
- (3) Test firing and zeroing personal weapons.

j. Supplies

- (1) Replacing unserviceable clothing, equipment and weapons.
- (2) Securing necessary clothing, equipment, weapons, ammunition, water and rations.

k. Tactical Activities, Defensive

- (1) Occupying defensive positions.
- (2) Siting and setting up weapons, clearing fields of fire and preparing range cards.
- (3) Constructing slit trenches, weapon pits and bunkers.
- (4) Stringing barbed wire, setting trip flares and booby traps.

- (5) Camouflaging your position, maintaining cover, concealment and dispersion.
 - (6) Maintaining noise and light discipline.
 - (7) Maintaining continuous observation for enemy activity.
 - (8) Fire control.
- m. Tactical Activities - Offensive
- (1) Moving into assault formation.
 - (2) Maintaining cover, concealment and dispersion.
 - (3) Maintaining continuous observation for enemy activity.
 - (4) Fire and movement.
 - (5) Fire control.
 - (6) Reorganization.
- n. Troop Movements
- (1) Embarkation and debarkation from ships, trucks, APCs, landing craft and aircraft.
 - (2) March discipline.

806. COMMON FAILURES IN THIS AREA

1. The following are common failures in the area of supervising, and will serve as a check list of dangers to be avoided:
- a. Failing to supervise men while they are working.
 - b. Supervising the men too closely on jobs they have previously done satisfactorily.

- c. Taking up a position where the men cannot hear you nor see your hand signals.
- d. Failing to give your orders loudly enough to be heard by all your men when on field exercises.
- e. Not knowing what to do when the situation changes and failing to give orders to meet the changes.
- f. Failing to inspect the men's work when they have finished.
- g. Neglecting to use a check list when inspecting clothing or equipment.
- h. Failing to inspect early enough for the men to be able to correct their mistakes with a minimum loss of time.
- j. Lacking sufficient technical knowledge and skill to judge whether or not a job has been done properly.

CHAPTER 9

REACTING TO MEN'S PERFORMANCE

"Everytime an officer ignores something when in his heart he knows he should not, he makes it more difficult for himself next time. Then if he does do his duty he has by his earlier failure, displayed inconsistency. Furthermore, succumbing to the temptation to avoid trouble almost inevitably leads to greater trouble later on." - Principles of Leadership (RN) 1964.

901. GENERAL

1. There is one more step that you must take in order to get a job properly done after you have given your men orders, observed and directed them while they worked, inspected the finished product, and formed your opinion on the merits of their work. This step involves taking some kind of action on the basis of the quality of the performance.
2. Your immediate purpose is to ensure that the job is done properly; your long range purpose is to teach and motivate your men to follow good procedures and to avoid poor ones. You can react to your men's performance by taking one or more of the following actions:
 - a. Correcting if the work was poorly done.
 - b. Rewarding if the work was very well done.
 - c. Critiquing the over-all performance.
3. Your reactions to your men's performance are important. Frequently the success or failure of the Junior Leader depends upon his activity in this area.

902. OBSERVING AND EVALUATING PERFORMANCE

1. The first step in reacting to performance is observation of the performance, which has been discussed in detail in Chapter 8. The second step is to evaluate that performance.

2. To evaluate performance you must have a standard. Generally, this standard is your own technical knowledge. You must remember, however, that the standards will depend on the situation and on the man.

3. What is good performance in one situation may be poor in another. For example, horseplay among men may be acceptable during free time, but it is certainly not acceptable behaviour while attending a class.

4. Standards also depend on the knowledge, skill, experience and ability of the man doing the job. What is good work for one man may be poor work for another. For example, stripping the FN(C1) rifle in five minutes may be acceptable on the part of a "slow learner" but totally inadequate for the man who is adept. You must guard against the human tendency to expect too much from men with poor learning ability and the even greater and more common supervisory fault of demanding too little from men with above-average ability.

903. CORRECTIVE ACTION

1. The purposes behind corrective action deserves your special attention. A correct understanding and belief in the purpose of correction should ensure that you will behave in an intelligent and effective manner in all your dealings with your men. These purposes are three in number:

- a. To ensure that the mission is accomplished.
- b. To teach the man to do a better job in the future.
- c. To motivate the man to do a better job in the future.

2. Corrective action should never be used for revenge against a man. To use it in this manner will invariably make the man angry, bitter, hostile and unwilling to try to do better in the future - the very opposite of good motivation.

3. Types of common corrective actions available for use by Junior Leaders of the Canadian Forces are listed below, in order of increasing severity:

- a. Require Immediate Correction of the Mistake. The first action you should always take when a man fails to perform properly is to require him to correct his mistake(s) immediately.
- b. Criticize Verbally. Since verbal criticism is designed to motivate the man to do better in the future you should discuss the poor work, not the man.



Criticize Verbally

- c. Recommend Extra Training. You should recommend to your immediate superior extra training classes if you consider that it will help one or more of your men to correct certain deficiencies. If your superior authorizes the extra training it:
 - (1) Should be relevant to the mistake it is supposed to correct;
 - (2) Must be supervised;
- d. Inform your Superiors. Your superiors expect you to handle minor incidents. However, serious and repeated failures should be brought promptly to the attention of your superiors since they need to know about exceptionally poor performances;
- e. Lay a Charge. The most drastic corrective action you can take is to lay a formal charge under the pertinent section of the National Defence Act.

Such action should be a last resort because it is in some degree an admission of failure on your part. Once it is done the responsibility for corrective action passes out of your hands to a superior having powers of punishment;

- f. What Charge? In increasing order of severity charges that may be used as a last resort to correct poor performance are:
 - (1) Section 114. Negligent performance of a military duty (not to be used in ordinary cases of carelessness);
 - (2) Section 118. Neglect to the prejudice of good order and military discipline (neglect must be wilfull);
 - (3) Section 74. Disobedience of a Lawful Command, (the man who only states that he will not obey cannot be convicted under this section).
- g. A Word of Caution. The most successful Junior Leaders are certainly not those who lay the most charges. Do not be hasty and do not act in anger. In most cases there will be time to consult an experienced superior before you lay a charge. However the Queen's Regulations state that a man should be placed in close custody immediately for any of the following offences:
 - (1) Insubordination.
 - (2) Theft or disgraceful conduct.
 - (3) Violence.
 - (4) Drunkenness.
 - (5) When considered necessary for his own protection or safety.
 - (6) On apprehension from desertion.

4. The manner in which you take corrective action is important. Make your corrections in such a way as to encourage the man to learn from the experience and to do better in the future. This involves using a positive and calm tone of voice and a confident, helpful manner. Steps to follow in taking corrective action are:

a. Require immediate correction of the error.

- (1) Cool off.
- (2) Stop the man.
- (3) Indicate what is wrong.
- (4) Indicate how to correct the mistake.
- (5) Require the man to correct his work.
- (6) Supervise or inspect the improvements.

b. Consider further action.

- (1) Determine the reason for failure - see Article 904 - Factors which may affect a Man's Performance.
- (2) Based on the reason for failure, consider the need for verbal criticism, recommendation for extra training, informing your superiors, or the laying of a formal charge.

c. Take further action, if appropriate.

- (1) Be sure the man realizes that you are taking further action and why.
- (2) Remember that the type of corrective action that has the maximum effect on one man will be unsuitable to another.

5. You should be consistent in the corrective action you take, bearing in mind, however, that circumstances are seldom the same and that the following factors are more important than consistency:

- a. Your action should be appropriate to the failure. Severe discipline should not be given for minor failures nor for the first failure;
- b. Suit your action to the man's ability;
- c. Measure consistency against individual justice. Although it may seem contradictory to make the corrective action fit the poor performance, the man and the circumstances, if you evaluate each of these factors separately and impartially your men will recognize that your aim is to be fair.

6. When do you take corrective action? Frequently it will be directed by your superiors. For example, your superior may order you to turn in the names of men who had dirty rifles at the morning inspection. More usually, however, you must use your own initiative and take whatever corrective actions you feel necessary.

7. Here are a few guidelines to your initiative in taking corrective action:

- a. The performance must, in fact, be poor.
- b. Never use corrective action to impress your superiors.
- c. Be very careful about requiring correction of work that has been approved by a superior. When you feel it necessary to disagree with a superior's judgement about the work your men have done, try to inform him about your opinion before you take any action towards the men.
- d. Require correction of a mistake as soon as possible.
- e. Support your assistant(s) in any corrective action they may have taken.

8. Where should you take corrective action? Whenever possible you should correct a man in private; that is, without calling the mistake to the attention of the whole group. An exception to this rule will occur when the mistake the man made was one which other men were making or would probably make. In such a situation you should stop the first man and call everyone over to see the mistake in order to teach all of them at the same time. You are trying to teach proper procedure, and you should avoid criticizing the man unnecessarily. Remember especially the third purpose for taking corrective action:

- a. To ensure that the mission is accomplished.
- b. To teach the man to do a better job in the future.
- c. To motivate the man to do a better job in the future.

9. Whom should you correct? You are responsible for taking corrective action towards all of your men. You also have certain more limited responsibilities in this regard towards all other servicemen. The principles you should follow in deciding whom to correct are:

- a. Take action against the right man. Never jump to conclusions as to who was responsible for the error: when in doubt, investigate;
- b. Avoid mass corrective action. Take action only against those men who are directly responsible for the failure;
- c. Use caution in taking action against men from another group. More severe types of corrective action should be left to the man's own superiors unless the man is committing an offence which requires your immediate action;
- d. Be consistent. Few injustices are more disturbing to a man's morale than a Junior Leader who takes corrective action to-day for the identical poor performance he failed to correct yesterday.

904. FACTORS WHICH MAY AFFECT A MAN'S
PERFORMANCE

1. You should require a man to correct his poor work regardless of the reasons for it. But before you decide upon disciplinary action, you should consider the various factors which may have affected the man's work. If there were good reasons for poor performance, your job is to remove the cause. However, if poor work was done under normal conditions - that is, without good reason - some kind of disciplinary action may be required. Any disciplinary measure beyond requiring correction of the job and a recommendation for extra training should always be the last resort. Factors which you should take into consideration are discussed in paragraphs 2. - 12. of this article.

2. The Mission. Was it easy or hard? How good a job could the "average man" have done? How good a job should this particular man have done?

3. Resources. Did the man have the necessary tools, weapons, time etc? Failure in this area is more often the fault of the Junior Leader.

4. Understanding. Did the man know exactly what he was supposed to do? Were your orders or instructions to him clear and well organized, or vague and confused? Did you give him accurate and complete information? Did you check to make sure that he understood the order?

5. Chain of Command. Was the man given different instructions by your assistant or by your superior?

6. Technical Knowledge and Experience. Did the man have the knowledge, skill and experience to do the job?

7. Physical and Mental Ability. Was he sick, wounded, tired, hungry or thirsty? Has he adequate vision and hearing? Is he a fast or a slow learner? Is he calm or easily excited? Does he have any personal problems that may have affected his work?

8. Conditions of Work. Did the conditions of work make it easier or harder for the job to be done properly? Darkness, bad weather and difficult ground make most jobs more difficult to carry out properly.



Conditions of Work

9. Intent. Was the failure deliberate or accidental?

10. Attitude Towards Authority. What is the man's general attitude towards his leaders, the Service, and authority in general? Does he try to get along or is he a misfit? Does he do as he is told, or does he "try you on for size"?

11. Challenge. Did the work challenge the man's abilities or was it boring and routine? Many men will coast along and do as little as possible if the work is too easy, boring and routine?

12. Past Work. What kind of work has the man been doing in the past?

13. To conclude this article on Factors Which May Affect a Man's Performance it must be borne in mind that it is the responsibility of each Junior Leader to create conditions within his group which will make his men want to do good

work. You yourself are very apt to be the largest factor affecting the performance of your men. If you follow the principles outlined in this Manual, particularly those discussed in the Chapters on Handling Problems and Complaints, and Representing the Men, you will find that your men will work and work well because they want to work.

905. REWARDS

1. When men have worked exceptionally well, their endeavours should be rewarded in order to encourage and motivate them to continue their good work. Men want to have their good work recognized and appreciated, and will work hard to this end.

2. The types of rewards which can be given are limited by service regulations. Proper use of these awards can do much towards building and maintaining a good group. Some of the rewards frequently given in the Services are listed below, in order of increasing importance:

- a. Praise. Recognition in the inexpensive form of a smile or a word of praise is all that most men need or expect.



Give Praise

- b. Inform Your Superiors. Only instances of out-standing or repeated good performance should be brought to your superiors' attention. Along with the information you may recommend that your superior should:

- (1) Compliment the man.
- (2) Authorize an additional pass or leave privilege.
- (3) Give him a more responsible job within the group.
- (4) Recommend him for training leading to promotion.

3. How to reward a man? The principles to be followed when rewarding are very similar to those discussed under How To Take Corrective Action except that rewards should be given publicly. Once you have decided that a man has done a good job your next step is to determine the reasons for his success. Knowing why he did a good job will help you to decide whether and how he should be rewarded.

4. The principles to be followed in rewarding are:

- a. Indicate to the man why he is being rewarded;
- b. Suit the reward to the quality of the work;
- c. Fit the reward to the man;
- d. Impress the man with the reward. Know your men well enough to give or to recommend the reward which will have the maximum effect;
- e. Reward consistently.

5. When do you reward? Your men will frequently ask you for rewards such as passes or leaves. Your superiors will, at times direct you to reward a man. More often,

however, your superiors will not direct you nor will your men request rewards. This is because both your superiors and your men expect you to give or to recommend appropriate rewards. Follow these principles in considering when to reward:

- a. Support Your Assistant. When an assistant's recommendation for rewards for his men are justified and reasonable, give him the support he needs.
- b. Transmit Praise. Be sure to transmit your superior's complimentary comments to the men who did the work. Credit that you take for yourself will earn you no interest.
- c. Rewarding Only Exceptionally Good Performance. Men will detect and resent any attempt to flatter them by saying that average work is exceptional.
- d. Reward Soon. There is no justification for delaying your own praise. Be careful, however, about making promises of rewards from a superior as he may be unwilling or unable to honour them.

6. Whom do you reward?

- a. Reward the right man. When in doubt, investigate.
- b. Reward fairly and strictly on merit.
- c. Give mass rewards. If the good work was a group operation and all of the men contributed to its success, then the whole team deserves recognition.

7. Be alert to the following kinds of performance which should be rewarded:

- a. Carrying out orders despite obstacles such as difficult conditions, limited resources, limited ability, etc.
- b. Working hard or putting in extra time beyond normal duty hours on an assignment.

- c. Showing initiative by doing a needful job without being told.
- d. Displaying a positive attitude by doing a difficult job without complaining and by encouraging other men.

906. CRITIQUING - See also Article 704 - GIVING INSTRUCTION

1. Critiquing is a special kind of reaction to men's performance involving reconstructing and describing in detail the good and bad points of the group's performance on a job, in order for all to learn from that performance. Since its purpose is instruction rather than discipline, no praise or blame is appropriate in a critique and the use of either praise or blame would probably defeat the purpose of the critique by making the men uncomfortable about their own mistakes. This would prevent them from describing their mistakes and from ~~their~~ thinking of how the job could have been better handled.

2. Opportunities for critiquing occur whenever men can learn by examining their performance of a task. Critiquing is an excellent way for you and your men to evaluate and perhaps to revise group SOPs or to develop new ones. It instills pride in the group and promotes a feeling of responsibility on the part of each man, thus increasing their desire to put forth their best efforts.

3. How to Critique? The basic methods used to critique are very similar to those discussed in the Chapter on Giving Information except that the men who did the job must participate fully in the critique. It is essential that these men report what actually happened on the job, their opinions as to what went well or poorly, and their ideas and suggestions for the improvement of future performance. Since it will usually be impossible for you to have complete information about what actually happened, you must obtain these facts before or during the critique. You should therefore, encourage your men to correct you if your description and reconstruction of what happened is incomplete or inaccurate.

4. When to Critique? Here again, you may be ordered to critique by your superiors or your men may ask you to tell them what they did well and what they did poorly. More frequently, you will neither be ordered nor asked but you should show initiative and critique your men whenever it appears that the group would profit from a detailed description and reconstruction of a mission just completed. Generally, critiquing should be done after complicated missions, particularly those that are unfamiliar, as they may have to be carried out again.

5. Where to critique? If at all possible, the critique should be conducted in the locale of the mission. This permits the men to remember more easily the exact course of events.

6. What do you include in a critique? This depends somewhat on the job or mission that is being described. The following points, however, should be covered:

- a. Summarize the original order for the mission;
- b. Describe what actually happened. Describe in detail any changes in the Situation, Mission and/or Execution;
- c. Point out mistakes;
 - (1) Find out why incorrect procedure was used.
 - (2) Tell men what they should have done.
 - (3) Avoid disciplining while critiquing. Be sure your men understand that the purpose of the critique is to learn through evaluation of the actual performance and that it is in no sense a trial.
- d. Point out things done correctly;
- e. Develop SOPs for future use;
 - (1) Old SOPs may need revision.

- (2) New SOPs may be needed.
- (3) In either case you should call on your men for their ideas and suggestions and make full use of their contributions.

907. COMMON FAILURES IN THIS AREA

1. The following list of common failures in the area of reacting to men's performance will serve as a check list of errors to be avoided:

- a. Failing to supervise or inspect men's work, and therefore not knowing the quality of the work;
- b. Lacking sufficient technical knowledge to judge the quality of the work;
- c. Failing to point out to the men what they have done wrong;
- d. Failing to show the men how to correct their errors;
- e. Requiring men to correct their errors without telling them what is wrong or showing them how to make the correction;
- f. Failing to require the men to rectify their errors;
- g. Not supervising the men while they re-do the work or not inspecting the work that has been re-done;
- h. Failing to work with the men in off-duty hours in order to assist them to correct their mistakes;
- j. Correcting men without checking to see if what they were doing was ordered by a superior;
- k. Making unfair use of corrective action;

- m. Taking corrective action in the presence of others when it could have been done privately;
- n. Taking corrective action in order to impress superiors;
- p. Insulting or degrading a man who has done a poor job;
- q. Getting angry and excited when taking corrective action.
- r. Failing to discipline when it is necessary;
- s. Taking minor problems and not taking serious and frequent problems to superiors for help;
- t. Taking corrective action against the many for the failure of the few;
- u. Not determining the reason for poor performance before taking corrective action;
- v. Taking severe corrective action against a man when the failure was beyond his control;
- w. Failing to reward the men when they deserved it; failing to praise good work;
- x. Rewarding on the basis of favouritism, rather than merit;
- y. Promising the men rewards which are beyond your authority to grant.

CHAPTER 10

HANDLING PROBLEMS AND COMPLAINTS

"It is not primarily a cause which makes men loyal to each other, but the loyalty of men to each other which makes a cause" - The Armed Forces Officer (US) 1950.

1001. GENERAL

1. Handling the problems and complaints of your men is one of your major functions and a very important one for the morale of the group. Failure to resolve problems promptly and satisfactorily can result in men becoming dissatisfied with you, the group, and the Service as a whole. Such dissatisfaction will result in men acting as separate individuals and will destroy group unity. When the problems are solved and the complaints answered satisfactorily the men are relieved of their worries and can concentrate more fully on being useful and productive members of the group.

2. When you take an obvious interest in your men and work to help them solve their problems, they realize that you are concerned with their individual well-being. They are then much more likely to co-operate with you. Many times you will need to act almost as a father to the group, and the men will work because they want to help you to help the group, in such a group there is little need for the leader to threaten or to administer corrective action.

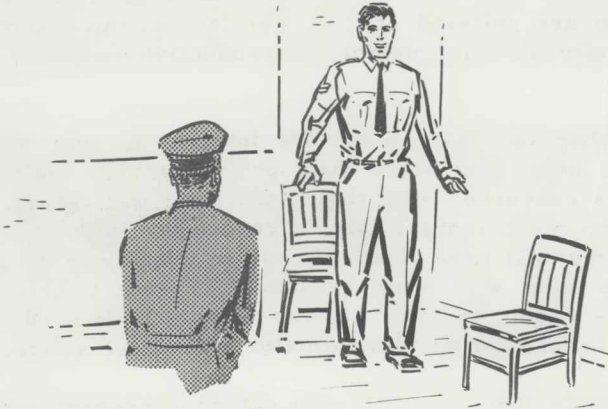
3. While there is little you can do to prevent your men from having personal problems, you can do a great deal to avoid giving your men reasons to complain about how the group is run. If you follow the principles outlined in this manual, you will find that your men will have few complaints on this score.

1002. HOW TO HANDLE PROBLEMS AND COMPLAINTS

1. Each problem or complaint is different and will require special attention. Nevertheless, there are certain

general rules for dealing with all problems and complaints which will enable you to catch them while they are still small enough to be dealt with easily.

2. Be available. You should make it a point to be sure that your men understand that you are available to discuss their problems and complaints. One way to handle group complaints is to hold a weekly meeting for the purpose of planning group activities for the following week. During this meeting time can be reserved for discussion of any group problems or complaints. This is also a good opportunity to tell your men that you are interested in hearing from them privately if they have matters to discuss which are not necessarily suitable for group discussion, or which are personal in nature. It is unwise to hold regular meetings for the sole purpose of discussing problems and complaints because such meetings are negative in nature and do little or nothing positive to build character in your men.



Be Available

3. Get the Facts. Despite your availability some men will hesitate to come to you with their troubles. Therefore, you must be able to recognize for yourself that a problem exists and find out the facts of the matter without them being offered. Several symptoms should indicate to you that a problem exists:

- a. A good worker suddenly falls off in performance.

- b. There is fighting, excessive complaining, or hostile arguments between members of the group.
- c. Men are AWOL or too many men are on sick parade.

4. When you see such signs of trouble you should proceed carefully in the following ways:

- a. Gather the facts. Talk to the people involved, being careful to let them know that it is interest in their welfare and that of the group which prompts you to investigate their difficulties;
- b. Be careful to hold any personal discussions in private and to regard anything of a personal nature as confidential. If you feel you should consult someone else about a man's personal problems, you should first obtain his permission;
- c. Consider the facts. After you have gathered the facts, you should consider and weigh them carefully with the man's point of view in mind. Consider all possible means of solving the man's problem or complaint without interfering with the accomplishment of the group's mission. If you cannot handle the problem yourself, lose no time in referring it to your superior;
- d. Take Action. When you have weighed the facts and decided upon a course of action, follow it promptly. Specific actions which you can take are described in Article 1003 of this Chapter.

1003. TYPES OF COMPLAINTS AND PROBLEMS

- 1. A wide variety of complaints will arise in any group. In general they can be broadly classified into two classes:
 - a. Apparent Failures. At times men will believe that you failed them, even though you did the best you could under the circumstances. Since they do

not know why you failed, they will resent the actions and hold you responsible. To avoid this, explain such actions to your men, e.g., "I know this isn't enough information, but its all I have been able to obtain. As soon as I get more, I'll pass it along to you;"

- b. Real Failures. At times you will fail to behave as you should. Whether or not the men complain about this behaviour, you should make it clear to them that you are sorry for the failure and will try to avoid it in the future, e.g., "I'm sorry about that bawling-out, Jones, but I thought you were the one who made the mistake". You will not suffer too much from making mistakes provided you admit them and don't continue to make the same mistakes.

2. A wide variety of problems are likely to develop in any group. Below is a list of the more common problems, along with some rules to guide you in dealing with them:

- a. Man Needs a Listener. In many cases all that the man with a problem needs is to tell someone his troubles. He may not want information, advice or assistance: merely someone to listen with sympathy. You should cultivate the art of being a good listener. See Annex "A" to Part 2 of this Manual.
- b. Man Needs Information. This is the most common problem and the easiest to handle. If you do not have the answer, take steps to get it.
- c. Man Needs Advice. Avoid giving advice on your own initiative, and even when a man asks you for it, you can help him more by telling him what are the alternative courses of action and their likely results, rather than by telling him what to do.
- d. Man Needs Encouragement. You should not hesitate to calm, reassure, and encourage your men whenever they appear to be ill, exhausted, worried, excited or afraid. You can do this by talking to them, setting an example, joking with them, or encouraging them to sing.

- e. Man Needs Time. Occasionally you will assign a man a job while he is working on a previous assignment. Never insist that he obey instantly just to prove you are the boss. If there is no emergency involved it is reasonable that he should finish his first task before going onto the second.
- f. Man Needs Rest. Consider a man's ability when you assign him to a job: set a reasonable pace; give rest breaks; rotate the carrying of heavy equipment, taking a turn yourself when necessary; make sure that men on special details are relieved on time; never assign jobs simply for the sake of making men work; and avoid harassing men during off-duty time.
- g. Man Needs Comfort. Try to make your men as comfortable as possible in quarters, in classes and during their normal duties.
- h. Man Needs Help. At times a man in your group will be unable to do his job due to factors beyond his control. He may be physically incapable (sick, wounded, exhausted), mentally incapable (low intelligence, worried, afraid), absent, lack sufficient rank, or lack time. You should think of the welfare of both the man and the group and take helpful action. If possible, direct another man in the group to help. If this cannot be done, do not hesitate in unusual circumstances to give the help that is needed, yourself.
- j. Man Needs Harmony. Group members must accept one another, like one another, and co-operate with one another if the group is to have maximum success. You can do a great deal to build this team spirit by:
 - (1) Discouraging isolation. If a man is being ignored or harassed, find out why. Try to make the man more acceptable to the others and also talk to the others to get them to accept him. Your own acceptance of the man will help others to accept him.

- (2) Discourage Cliques. If buddy groups get along as a group and with other groups and do their job, all well and good. If not, determine the causes for the bad feeling and try to remove them. In extreme cases it may be necessary to recommend a transfer for a certain man or men to another group.
- (3) Encourage Group Harmony. Group meetings, group parties and group athletics should be encouraged and you should participate in such organized activities.

1004. HANDLING PROBLEM PERSONNEL

"I don't like the lawless, but I prefer them to the listless" - Kurt Hahn.

1. There will occasionally be a man who causes trouble no matter how well you are doing your job. You must learn early in your career how best to deal with such people because one such person allowed to continue to succeed as a trouble-maker can ruin morale and destroy the feeling of group unity you have so carefully established.
2. Following the steps discussed below may help you to turn men like this into good servicemen. It is essential that you begin working on this kind of problem as soon as you are aware the problem exists.
3. Your first step is to determine exactly what the man does wrong. It is unlikely that any particular man will do everything wrong. One man may be late getting up in the morning; another may not be present when fatigues are being detailed; a third may argue when he is told to do something. Once you have pinned down exactly what the man does wrong you have a better idea of what further actions you should take.
4. There are many problems you can and should handle yourself - including the three listed in paragraph 3 above. Even a simple problem if it continues in spite of all that you do, should be referred to your immediate superior.

Serious problems may require that charges be laid against the offender. This is the most drastic and the least preferred method of referring a problem to your superiors.

5. One of the greatest problems of the Junior Leader is the fact that he may, at the earliest stage of his leadership, come up against the most serious disciplinary problems wherein he is required by the Queen's Regulations to place a man in close custody without consulting a superior. In such cases you should:

- a. Be calm and cool.
- b. Issue positive orders in a positive manner.
- c. Do not become involved physically in the arrest, unless absolutely necessary. Fall in two men and march the offender off to the place of confinement.
- d. Report the incident as early as possible to your superiors bearing in mind that it is your responsibility that a charge is laid in writing within 24 hours. You are well advised to ask for the assistance of your superior in selecting the proper charge and in filling in the offence report.

6. In addition to the serious disciplinary problems that require charges there are certain other kinds of behaviour that should be referred to your immediate superior. These include:

- a. Men who are continually depressed.
- b. Men who isolate themselves and refuse to associate with the group.
- c. Men who are unable to sleep at night or have frequent nightmares.
- d. Men who use narcotics or who drink to excess.
- e. Men who suddenly begin to behave in an unusual manner.

7. After you have determined exactly what the man does wrong, the second step in handling problem personnel is to investigate the cause for misbehaviour. Don't jump to conclusions. The real reason for misbehaviour is not always obvious, nor does the reason always make good sense. Your investigation should be done by talking to the man himself or by talking to his friends.

8. The third step in handling problem personnel is to try to eliminate the cause. Attack the cause and not the symptom. In subsequent paragraphs are some of the more common reasons why men misbehave - reasons which you may be able to eliminate if you are skillful. Remember that there may be more than one reason operating in a given case. Do not expect instant improvement in the man's behaviour, even if you are using the correct procedures. Be patient and keep trying. Adapt your approach to the specific things which are causing the man's behaviour but remember that men differ and the approach that works with one man may fail with another.

9. Lack of Mental Ability. A man of limited intelligence often cannot help getting into trouble. He does not understand what he is told and he forgets easily. Criticizing him for something he cannot help will get you nowhere. The best method is to repeat all instructions, ask questions to make sure he understands, supervise him closely, and assign him work that is suited to his limited learning ability.

10. Lack of Opportunity. Conversely to the man who lacks mental ability, the man with the necessary ability, knowledge, training and incentive should be given the opportunity to show what he can do; otherwise he may become bored and take little interest in his work. Put him in charge of a work detail and see what he does with responsibility.

11. Lack of Knowledge or Training. Take time to explain the value of the training he is deficient in and then give or arrange for him to get the necessary instruction.

12. Lack of Positive Incentive. You may be able to improve such men's performance by appealing to the common goals of the men and how their co-operation helps their comrades and the group as a whole. Many men can be influenced by pointing out that promotion, better jobs within the group, pass privileges, etc., depend upon co-operation with the leader.

13. Personal Problems. Your job is to listen sympathetically, show the man that you are concerned, and help him in any way that you can. There will be a number of occasions when the problem will have to be referred to your superiors for further referral to specialists within or outside the Service.

14. Failure to Recognize Risks. Some men fail to co-operate because they are not fully aware of what may happen to them if they continue to misbehave. You may be able to get through to such men by pointing out the probable results of their undesirable conduct. A man may also decide to co-operate after he is made to realize that others in the group have come to dislike him because of his lack of co-operation.

15. Bad Example. Men often mimic people around them. Your job in this regard is to ensure that good examples are set by you and the men in your group. Try to surround the troublemaker with people who co-operate.

16. Lack of Supervision. Some men are inclined to misbehave if they are not properly or closely supervised. See that such people receive the close supervision they require, either by you or by an assistant.

17. Harassment by other men can turn a reasonably good man into a problem. Reasons for harassment are varied: he may have caused trouble in the past; he may have had far more or far less education than the rest of the men; he may be of a different race or religion; he may have been given preferred treatment by superiors because of special abilities; or he may come from a different region. Whatever the reason, the man is viewed as doing nothing right, and his slightest failures are exaggerated by the group. The remedy for harassment is to see that every man in your group gets a fair chance and fair treatment from you and from the other men.

18. Feeling of Inferiority. The man who is the only one in the squad who cannot do 30 push-ups, or who could not qualify on the rifle, may talk back just to prove that he is still a man. The man who cannot read a map may try to cover up his deficiency by arguing with you when you

assign him a job involving map using, without telling you he is afraid of the assignment. Your job in such cases is to help the man to build up his self-confidence by giving him jobs he can handle, giving him extra coaching, counselling him, encouraging him, and seeing that he is not discriminated against.

19. If, after taking those of the above steps that are applicable, you still see no signs of improvement, you should refer the problem to your superior. Your superior may be able to deal with the man or he may see fit to refer him to one or more of the following service specialists or special organizations designed to help in such cases:

- a. Medical Officer.
- b. Chaplain.
- c. Personnel Officer.
- d. Legal Branch.
- e. Service Benevolent Fund.
- f. DVA.

1005. COUNSELLING TECHNIQUES

1. The first major responsibility of a leader is to accomplish the mission. His second major responsibility is to look out for the welfare of his men. You look after mens' welfare by:

- a. Handling problems and complaints.
- b. Counselling.
- c. Representing your men.

2. The first four sections of this chapter have been devoted to "Handling Problems and Complaints". Chapter 11 deals with "Representing Your Men". Article 1005 of this chapter deals with "Counselling" as part of "Handling Problems and Complaints".

3. Why it is necessary to counsel a man? The main reason for counselling is to help a man to solve his own problems ---- to help him look at his problem honestly and to help him come up with solutions that are realistic, effective, and without bad side effects. The main idea here is that you help him make the decision; you do NOT decide for him. The second reason for counselling is to encourage or to reassure the man with a problem. Listening to the man and talking with him encourages and reassures him.

4. When is it necessary to counsel a man?

- a. First, there are times when a man has a problem but doesn't know what to do. He is worried, undecided and confused. He doesn't have the facts or can't interpret the facts he has. He doesn't know the different things he might do. Counselling him will help him think more clearly about the problem and what to do about it. Sometimes, after counselling, a man will realize he doesn't really have a problem.
- b. Second, there are times that a man with a problem will make a snap decision about what he is going to do. His mother is critically ill so he's decided to go AWOL. Or he is up to his ears in debt and has decided to borrow money from a loan shark. When a man is worried, angry or confused, he is likely to make such hasty decisions.

5. Counselling is not easy to do. It takes years of experience and training to be a top-notch counsellor such as an experienced chaplain. Nevertheless your men will come to you first with their problems and complaints and both your men and your superiors expect you to help them. If one of your men is sick or injured, the Service doesn't expect you to give drugs or operate but it does require you to give simple first aid to keep the man alive until he can be treated by experts. So it is with counselling at the Junior Leader level. Your job is to give the man some first aid with his problem. If it's one you can't handle, refer him at once to your immediate superior.

6. The fact that each man, each problem and each leader is different makes counselling difficult and impossible to "do" by numbers". However, there are some general principles or rules you can use after you have taken the man aside and made him welcome:

- a. Listen.
- b. Understand what he is trying to say.
- c. Don't advise. It is much better to help a man solve his own problem; advice is at best a waste of time, and at worst, harmful.
- d. Summarize.
- e. Give information.
- f. Encourage alternate solutions.

7. Often you will need to assist a man to talk. This can be done by:

- a. Restate what you think he has said.
- b. Mention his feelings.
- c. Indicate you are listening.
- d. Encourage him to go on.
- e. Ask questions.

8. Now what are the results of counselling? For one thing, both the confused man and the hasty man will probably feel better because they have the problem off their chest and will be encouraged. Second, both the confused and the hasty men will have been helped to decide on a solution which must:

- a. Be effective.
- b. Be realistic.
- c. Have no bad side effects.

9. The techniques of counselling must be practiced. Practical exercises in counselling are therefore included in formal leadership training.

10. Of course, there will be times when in spite of your counselling, the man will be discouraged -- the confused man will still be confused, the hasty man will still be hasty. These are the times you must take the problem to your immediate superior. This is called "Representing Your Men" and is dealt with fully in the next chapter.

1006. COMMON FAILURES IN THIS AREA

1. The following list of common failures made by the Junior Leader in the area of handling problems and complaints will serve as a checklist of errors to be avoided:

- a. Failing to allow the men to state their problems;
- b. Failing to be alert or sensitive to the problems and complaints of the men; being unaware of the state of their morale;
- c. Looking after his own personal welfare first;
- d. Ignoring complaints;
- e. Refusing to admit being wrong; blaming others for his mistakes;
- f. Lacking the answers to men's questions and making no effort to get the answers;
- g. Refusing to answer men's questions;
- h. Failing to work with troublemakers and slow learners; harassing them instead of helping them;
- j. Failing to calm, reassure, or encourage the man under conditions of physical or psychological hardship; harassing them instead;

- k. Not allowing the men a little more time when they ask for a delay in carrying out an order when there is no good reason why they should not get the delay;
- m. Failing to consider the men's ability or physical condition when assigning them to jobs or evaluating their work;
- n. Failing to rotate heavy jobs;
- p. Neglecting to relieve men;
- q. Making unnecessary "busy work" for men just to keep them occupied;
- r. Harassing the men needlessly during off-duty hours and misusing his rank and appointment;
- s. Volunteering his men for fatigues in order to impress his superiors;
- t. Exploiting the men financially; making them buy things they don't need; borrowing money from men; not contributing to authorized funds for welfare;
- u. Failing to co-operate with group SOPs;
- v. Ignoring a man's request for help in doing something he cannot do for himself;
- w. Making the men do his personal work for him;
- x. Breaking promises to the men;
- y. Failing to follow the proper principles of counseling his men;
- z. Failing to refer unsolved problems to his immediate superior.

CHAPTER 11

REPRESENTING YOUR MEN

"If you show your men that you stand squarely behind them and consider them "your" men in your dealings with your superiors and your equals, the men will respond to this loyalty by giving you their loyalty". - A Guide For the Potential Non-commissioned Officer, HumRRO, US Department of the Army (1961).

1101. GENERAL

1. How you represent your men to your equals and your superiors by acting as spokesman for your group has an important bearing on the morale of your men. It gives the group a feeling of unity; they are a group with a leader who cares about their welfare, not merely a collection of servicemen who happen to be in the same place at the same time. The feeling of co-operation growing out of such a spirit of unity affects not only each man's attitude towards you, but his relationship with the other members of the group.

2. This Chapter is further divided as follows:

Article 1102 - How to Represent Your Men.

Article 1103 - Matters Requiring Representation.

Article 1104 - Common Failures in this Area.

1102. HOW TO REPRESENT YOUR MEN

1. Many of the principles to be observed in representing your men are identical with those discussed in the Chapter on Handling Problems and Complaints. These principles are outlined in subsequent paragraphs of this section.

2. Be Available. Tell your men that you are available to represent them, and show them that you are.

3. Get the Facts. To represent your men on the basis of inaccurate or incomplete information will only embarrass you when the full story is told. It will lead your superiors and equals to have less respect for your judgement, and will make it more difficult for you to represent your men in the future. In seeking the facts you should observe your men, listen to them, and get the other side of the story by talking to other men who were involved.

4. Consider the Facts. Weigh the facts to see if they justify going to your superiors or equals on your men's behalf. In examining the facts you should consider:

- a. The Seriousness of the Problem. Remember the fable of "the boy who cried "Wolf!" At the same time you should try to take the viewpoint of your men if it is justifiable.
- b. Clarify the Problem. You should judge whether the problem is clear-cut; that is, whether there is any question at all that the problem really exists.
- c. Uniqueness of the Problem. Does the problem exist in other groups, or is it unique to your own. If it applies only to your men you will follow your own judgement as to the action to be taken. If it also applies to other groups you will wish to discuss the problem with other Junior Leaders before presenting it to a superior or before deciding that no one was being treated unfairly.
- d. Is there a Solution. Some problems cannot be solved immediately. If the group is short-handed but must still perform frequent fatigues, there is little to be done about a man's complaint that he has been on fatigue every day for a week. Be sure your immediate superior is aware that the problem exists and the man understands that there is no solution.

5. Bring the Problem to the Attention of Those Concerned. Having determined that the facts are correct and that the problem is serious and clear-cut, you should bring the problem to the attention of those concerned through the

chain-of-command. Remember to give all of the facts and to stick to them. If the problem involves a complaint against a superior you must make your complaint privately.

6. A man will have a personal problem that he wishes to discuss with a superior. If he would rather not discuss his problem with you, you should not pry any further, but arrange a meeting with the superior. In such cases you do not represent the man; you give him permission to represent himself and you make it easy for him to do so.

1103. MATTERS REQUIRING REPRESENTATION

1. Two general kinds of problems arise which may require you to represent your men to superiors:

- a. To obtain benefits for your men.
- b. To protect your men.

2. Typical instances of obtaining benefits for one or more of your men are listed below:

- a. Time Off. Men may need special leave or passes to handle an urgent personal problem or as compensation for working excessively long hours.
- b. Promotion. A man may feel that he is due for promotion, having all the prerequisites and the ability to take on the responsibility.
- c. Supplies and Services. The group may have inadequate food, water, heat, clothing, ammunition, space, laundry service etc.
- d. Transfer to another group, ship or unit to another service.
- e. Courses. A man might wish to enroll in a DVA correspondence course or to take a course at a service school.

3. Protecting and defending men from a superior's actions or policies is the most difficult aspect of representing your men because you are then, to some extent, questioning the wisdom of your superior's action. Nevertheless, you should stand up for your men and defend them when the facts clearly indicate that the superior has been mistaken. Typical examples of problems of this kind are given below:

- a. Punishment. A case may arise where you believe that a superior has punished the wrong man, or has punished the right man too severely.
- b. Fatigues. Superiors may be assigning the group more than its share of fatigues due to a mistake in the duty roster or lack of knowledge of the strength of the group or the group's other duties.
- c. Time Off. Superiors may be denying the group its fair share of passes or leave due to errors in the leave roster or to a lack of appreciation of the extra hours the group has put in.
- d. Promotion. A superior's promotion policy may be unjust to certain men within your group due to the fact of not recognizing the men as individuals.
- e. Harassment. Junior Leaders from other groups may be taking advantage of members of your group. When this occurs you should first deal with the offenders personally. Go to your superior only if the harassment of your men still continues.

1104. COMMON FAILURES IN THIS AREA

1. The following is a list of failures in the area of Representing Their Men commonly made by Junior Leaders:

- a. Refusing or neglecting to go to a superior to help men get time off, a transfer, a course, etc.



Prevent Harassment

- b. Denying a man permission to talk to a superior on a private matter.
- c. Failing to defend the men when the group is levied more than its fair share of fatigues.
- d. Neglecting to defend the men when superiors punish the wrong men or give punishment that you consider to be excessive under the circumstances.
- e. Failing to defend the men when Junior Leaders from other ships or units harass them.
- f. Hasty defence of the men without investigation and consideration of all the facts.

CHAPTER 12

SETTING THE EXAMPLE

"Whatsoever thou doest do it with all thy Might"
Saint Paul

1201. GENERAL

1. You are automatically an example to your men because of your appointment. The result of good examples is an effective group which functions smoothly and gets its task done. The result of bad examples is an ineffective group.

2. In this chapter are described the kinds of behaviour by which you can set a good example. Many of these behaviours have been noted earlier in this manual but they are repeated because of their great importance. It should be noted that in setting a good example you are acting in the way a man, a serviceman, and a Junior Leader should act.

3. This Chapter on Setting the Example is further divided into the following articles:

Article 1202 - How to Set an Example.

Article 1203 - Examples to Set.

Article 1204 - Common Failures in this Area.

1202. HOW TO SET AN EXAMPLE

1. In order to set an example, whether good or bad, you must take some form of action. The action you take can be deliberate or unconscious. Your actions, whether conscious or unconscious, because they have the effect of setting an example, are often more important than the actual occasion may suggest.

2. Deliberate Examples

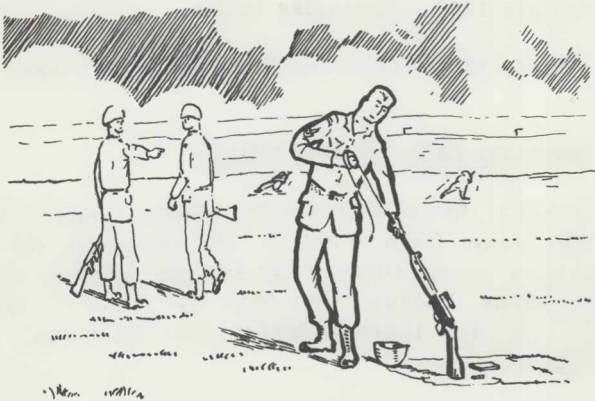
a. You can deliberately take action designed to set

an example for your group. When you do so, you are in effect teaching your men by demonstrating to them how to do something. A deliberate example usually involves a demonstration and the calling of your men's attention to the demonstration.

- b. You can also deliberately set an example for the men without calling their attention to what you are doing. This is often the better way since it avoids giving the men the impression that you are "showing off". For instance, if you deliberately shine your shoes, press your uniforms and maintain your kit in your men's presence, you are setting a deliberate example of neatness and cleanliness.

3. Unconscious Examples

- a. Since everything you do, on or off-duty, serves as an example to your men, you must be particularly concerned with the unconscious examples you set for they may undo your conscious training of your men. Never be guilty of the attitude of "do as I say, not as I do".



Unconscious Example

- b. If you are doing your best to be a good citizen, a good serviceman and a good Junior Leader, you need not worry about undoing your own teaching as a result of the unconscious example you set for your men. If you are not doing your best in each of these three fields you are bound to set examples that are less than good.

1203. EXAMPLES TO SET

1. This entire manual can be considered a guide to setting a good example. Certain areas, however, require additional stress because of their importance to you as a Junior Leader and these areas are covered in the following paragraphs in this section.

2. Be Loyal to Superiors. If you expect your men to be loyal to you, then you, in turn, should set an example by being loyal to your superiors. This will be accomplished by observing the following rules:

- a. Never discuss the problems or activities of superiors with your men.
- b. Identify with your superiors' orders. Pass along each order without complaining and as if it were your own.
- c. If you feel it is your duty to express disagreement with what a superior has said or done, bring the matter to his attention in private.
- d. Follow the chain of command. You should bypass or go over the head of your immediate superior only as a last resort, and then only after informing him that you intend to do so.

3. Be Loyal to Your Equals. If you expect your men to co-operate with one another and with you, you should set an example by co-operating with other Junior Leaders. This will be accomplished by observing the following rules:

- a. Share information needed by other Junior Leaders. Willingly answer all questions and volunteer information when you feel they need it.
- b. Share work. There will be times when it is necessary to help another group get its work done. You should be willing to do this, but you should first inform your men and explain why their help is needed.
- c. Use the chain of command. If you find it necessary to deal with men in other groups, use the chain of command and work through the men's Junior Leader instead of dealing directly with them.
- d. Correct other Junior Leaders as a last resort, and then privately.
- e. Never discuss the problems of other Junior Leaders in front of your men.

4. Use Subordinates, and Be Loyal to Them. Your treatment of your assistants sets an example for them in their dealings with their men. It also helps an assistant to command his men's respect if he, himself, is treated with respect by you. This example is best set by following these rules:

- a. Consult assistants whenever time and the situation permits. Their ideas and suggestions should be seriously considered.
- b. Delegate to assistants definite leadership responsibilities in keeping with their ability and experience.
- c. Stand behind your assistants with your full support.
- d. Correct them privately.
- e. Never discuss their problems in front of your men.

5. Be Loyal to Your Men. If you expect your men to be loyal to you and to one another, you should set the example by demonstrating loyalty to your men. This is done by handling their problems and their complaints and by representing them to your superiors, using the following rules:

- a. Be impartial. Assign jobs, distribute equipment and rations, supervise, inspect, reward, correct, handle problems and complaints, and represent to superiors strictly on the basis of the merits of the case. Such irrelevant issues as colour, religion, education, politics, or how well the man gets along with you, personally, should have no bearing on the case. You should also try to spend your free time equally among your men, and not confine it to a certain few men while ignoring the others.
- b. Share dangers. You can demonstrate loyalty to your men by sharing their risks and dangers, never using your rank to secure special advantages. In battle, you should take up a position from which you can best control and encourage your men, regardless of your personal safety.
- c. Share hardships. You can demonstrate loyalty to your men by sharing their discomforts and hardships - by not taking advantage of your rank to secure special or favourable treatment for yourself.
- d. Share work. At times when there are "too many Chiefs and not enough Indians" you must forget you are a leader and take on the responsibilities of being just another member of the team; that is, you must help to do the work instead of just supervising it. This should be done only in unusual circumstances and you should reassume your leadership responsibilities as soon as possible. In battle you will often need to pitch in and fight. Peacetime occasions when soiling your hands make sense are:



Share Hardships

- (1) when the group is short-handed, and
 - (2) when time is short.
- e. Share benefits. You can show loyalty to your men by sharing whatever benefits you have in the form of water, rations, cigarettes, or parcels from home.
- f. Be Friendly, Yet Professional. Do not get too socially involved with your men, for to do so will make it difficult for you to assign to them undesirable but necessary jobs or to correct them when they perform poorly. On the other hand, you should not be too distant and aloof, for this will result in your losing contact with their ideas, suggestions, problems, complaints and state of morale. The middle ground involves:
- (1) Requiring your men to refer to you by rank and you to refer to them by their surname - and not by their first name and certainly not by a nickname.
 - (2) Occasionally engaging in friendly "bull" sessions with your men on sports, current events, etc.

- (3) Talking on a man-to-man basis when discussing problems and complaints.
 - (4) Participating in organized sports and organized social activities with your men.
 - (5) Confining most of your off-duty social companionship to other Junior Leaders.
 - (g) Be courteous. Men want to be treated with respect and courtesy, not shouted at, insulted or degraded. Treat them as you would like to be treated.
6. Obey Orders. If you expect your men to obey you, then you must set the example by carrying out your superiors' orders and policies to the best of your ability even at the expense of your personal convenience, comfort, or even safety. You cannot expect your men to obey orders that you yourself violate, ignore, or carry out in a half-hearted manner. Be particularly careful to follow orders regarding the following matters:
- a. Service Courtesy. You must strictly obey the rules and customs of service courtesy and discipline.
 - b. Personal Appearance. The day to day example, you set by your own personal appearance will do more than threats to motivate the majority of your men to be like servicemen.
 - c. Personal Equipment. Always make sure that you have the proper clothing, equipment, and weapons and that you keep them clean and serviceable.
 - d. Promptness. Be on time or you may well become "the late Junior Leader".
 - e. Tactical Discipline. Follow the rules of tactical discipline in training situations because men will behave in battle as they were taught, or allowed to behave, during training.

7. Work Hard. If you expect your men to work hard, set an example by working hard yourself. Take training seriously and stay with your men until the work is satisfactorily completed. As a Junior Leader you are expected also to do additional tasks:

- a. Volunteer. At times your superiors will ask for volunteers for extra duty and you should be willing to help get the job finished, even if it requires work during off-duty time. Do not volunteer the services of your men without consulting them, however.
- b. Work After Normal Duty Hours. The good Junior Leader is not an 8 o'clock to 5 o'clock serviceman. The best way to motivate men to work after hours is to do so yourself. For example, you can work with your own men by teaching them, showing them how to correct poor work, advising them on personal problems, supervising and inspecting. To improve your own work, you must study Service manuals, prepare lesson plans, make training aids, and discuss military problems with other leaders. The investment of much of your spare time in the business of better leadership is part of the price you must be prepared to pay for the privilege of leading men.

8. Avoid Complaining. You should do your work cheerfully. In hardship situations, in particular, you should avoid saying or doing things which discourage your men or minimize the value of what they are doing. If you remain cheerful and optimistic, your men will take courage from your example.

9. Show Initiative

- a. Every mission that your group is assigned allows for the use of some initiative on your part in getting the job done better or at less cost in personnel, time or equipment. Initiative can be shown not only in carrying out assigned missions, but also in doing what has to be done without being told.

- b. Service manuals are designed to guide the service-man, not to control his every movement. You should not go blindly "by the book" when the situation calls for ingenuity and imagination. Remain flexible and adopt the principles to the particular situation or problem you are facing.
- c. Whenever possible, you should inform your superiors before you use your initiative to make changes in their orders or instructions. If you assume responsibility in your superior's absence, inform him of what you have done at the earliest opportunity.
- d. Consider your men. When you use your initiative to require work of your men, it should be necessary work. It should not be done at your men's expense in order to impress superiors, or just to show that you can do it.

10. Be in Good Physical Condition. If you expect your men to be in good physical condition, set an example for them. Men will compete with you by trying to show themselves, you and other men that they are as good as you are.

11. Be Well Informed. If you expect your men to learn their jobs show them that you know yours. You will demonstrate your technical knowledge when you brief your men, teach them, answer their questions, supervise, inspect, and critique their work. You also show that you are well informed by the way that you handle yourself, take care of your personal gear, behave under fire, etc.

12. Be Calm and Courageous. It is natural to be afraid and it is nothing to be ashamed of. As a leader, it is your job to overcome your fear and control it in order to accomplish the mission. You will also need to inspire your men to overcome their fear by remaining calm and cool, yourself. Even when afraid, the good leader never communicates his fear to his men. Men will forgive their leaders many temporary failings, but lack of courage, even temporary, they will neither forget nor forgive.



Act with Courage

13. Maintain Proper Deportment. You should set an example by following commonly accepted rules of proper conduct. If you violate such rules your men will lose respect for you and may even follow your bad example.

14. Honesty. It is very important that you be honest in all your relations with your men. In service situations this involves:

- a. Scoring honestly on weapon ranges.
- b. Not cheating when running, compass courses, night tactical exercises, etc.
- c. Admitting when you are wrong, and not passing the blame to others.
- d. Giving honest reports of what your group has accomplished.
- e. Giving honest tactical reports in battle.
- f. Being as careful with government property as you are with your own.

15. Debts. The Junior Leader who cannot manage his own financial affairs will find it difficult to counsel his men on money matters. You may still be learning sound financial habits and if so, here are a few "don'ts".

- a. Don't borrow from your men.
- b. Don't buy a car until you can afford a minimum of \$50.00 a month operating expenses above and beyond the payments.
- c. Don't borrow from high interest rate finance companies.
- d. Don't marry hastily in the fond belief that your wife will be able to "help with the expenses" out of her pay check!

16. Civilian Laws. You must conform to civilian as well as service rules of proper conduct. This includes traffic laws and orderly behaviour among civilians whether in uniform or not.

17. Profanity. There are only a few real experts in profanity and anyone less than a real expert is only a cheap imitation of the real thing. Save your profanity for that "once in a lifetime" desperate situation. Then it may actually do some good.

18. Horseplay. Do not engage in horseplay with your men, or with other Junior Leaders in the presence of your men. It leads inevitably to a loss of dignity and often to an unnecessary disciplinary situation.

19. Sobriety. Never drink on duty. Avoid off-duty drinking when it might interfere with the performance of your job. Under the influence of liquor a Junior Leader cannot do his job.

"Never take a drink because another man is thirsty" - advice from an old Admiral

1204. COMMON FAILURES IN THIS AREA

1. Since everything you do sets an example for your men, the common failures in this area include all of the failures listed at the ends of all chapters in Part II of this Manual. Therefore, no separate list is included here.
2. If you do your best to follow the guidance offered in this manual, you need not fear that you will set a poor example for your men.
3. Remember that Leadership cannot be taught; it must be learned. The learning of Leadership is a continuous process which will last throughout your service career.

End of Part 2

Attachments

- Annex "A" - Listening Habits
- Annex "B" - Self-Examination
- Annex "C" - Marking Guide

LISTENING HABITS

1. Inattentiveness is one of the worst barriers to communication. Since a very large percentage of your working time will be spent 'listening' you must make this time productive by cultivating good listening habits and avoiding bad ones.

2. Here is a list of the ten worst listening habits compiled by leading specialists on communications problems. Study this list carefully and decide what steps you will take to avoid each of them:

- a. Assuming in advance that whatever the speaker says will be unrewarding.
- b. Mentally criticizing the speakers delivery instead of listening to his words.
- c. Reacting with such immediate opposition to an idea that you do not even hear the rest of the speaker's argument. Instead of listening, you are busy thinking up opposing arguments.
- d. Concentrating on details and missing the main ideas.
- e. Trying to take notes on everything someone says at a conference or meeting.
- f. Pretending to be attentive while actually thinking about something else.
- g. Remaining silent when the speaker is being unclear or incomplete in his thoughts.
- h. Tuning out when the speaker uses technical terms that do not mean anything to you.
- j. Letting prejudice against certain words or phrases block your receptivity to the speaker's ideas.
- k. Letting your mind wander.

Annex "B" to Part II
Junior Leadership GuideSELF-EXAMINATIONMARKS

- | | | |
|----|---|----|
| 1. | "Men tend to look for leadership towards their immediate source for information". List five sources of information available to you as a Junior Leader. | 10 |
| 2. | "Not all sources of information are equal in accuracy". What should you do about information from questionable sources? | 2 |
| 3. | "Although obtaining information is a continuous process there are a number of key times when it is particularly important to get information for yourself". List five such key times. | 10 |
| 4. | State briefly how you go about securing the following types of information:

a. Technical;

b. Knowledge of your men;

c. Knowledge of SOPs;

d. Knowledge of your superiors and your equals. | 12 |
| 5. | Besides the name of each officer in your direct chain of command and location of his headquarters list two additional information requirements concerning the current state of your own ship or unit. | 8 |

Annex "B" to Part II (Cont'd)

6. Your superior's orders should follow the headings: Situation, Mission, Execution, Administration and Logistics, and Command and Signals. Under which heading will answers be provided as to How, When and Where the mission will be carried out? 5
7. The Manual lists 18 things you should know about each of your men. List any twelve. 12
8. True or False
Up to date information guarantees good judgement. 2
9. There are four things to be considered before reaching a decision. List them. 8
10. After reaching your decision on the basis of the above considerations, what is the final step you must take? 2
11. "At times it is desirable to allow the whole group to discuss a problem before you reach a decision". List two likely advantages of such consultation. 6
12. List eight essential questions that should be answered by any plan you make. 8
13. On what basis will you select men for fatigues, guard duties, etc. ? 4
14. List four Standard Operating Procedures (SOPs) that have been, or should be, planned for your group. 8

Annex "B" to Part II (Cont'd)

15. "The fact that a man does not look puzzled..... is no guarantee he fully understands what you have said". How should you ensure that your men understand what you say? 3
16. List three ways of giving information. 3
17. "The manner in which you give orders or information is often as important as what you say". List three rules you should follow when giving orders or information. 3
18. When giving information, orders or instruction list five means you can use to motivate your men to do a good job. 5
19. "Within your own group certain men will warrant special attention because they have information deficiencies or special responsibilities". List three types of men who are likely to have information deficiencies. 3
20. List four key times when it is particularly important that you keep your men informed. 8
21. List four key times when you should give information to a superior. 4
22. Fill in the missing words:

"What to include in your order depends on the job to be done. At a minimum, it must answer the questions: Who does what,.....,....., and with what equipment".

6

Annex "B" to Part II (Cont'd)

23. List the seven principles of Instruction. 14
24. Reference preparation for giving instruction, fill in the missing words:
Collect,.....,Select,.....,
..... 3
25. There are opportunities for informal training both when work has been done well and when work has been done poorly. How should you take advantage of the opportunity for informal training when work has been done poorly. 3
26. List the four separate operations involved in Supervision. 8
27. The first step in correcting a man is to stop him doing whatever he is doing wrong. List the four remaining steps in correct sequence. 5
28. "While you supervise as a matter of routine, there are two key times when it is particularly important to do so". List these two key times. 4
29. List the three kinds of action you can take concerning your men's performance. 6
30. The first purpose behind corrective action is to ensure that the mission is accomplished. List the remaining two purposes. 8

Annex "B" to Part II (Cont'd)

31. "The first action you should always take when a man fails to perform properly is to require him to correct his mistake(s) immediately". List the four additional corrective actions available for your use. 8
32. What is the most inexpensive form of reward? 5
33. List the five principles to be followed in rewarding your men. 5
34. List two of the four kinds of performance which should be rewarded. 4
35. What is a "critique"? 3
36. List five points that should be covered in any critique. 5
37. "Several symptoms should indicate to you that a problem exists". List two such symptoms. 4
38. State briefly how you would deal with each of the following types of common problems:
 - a. Man needs listener. 1
 - b. Man needs advice. 2
 - c. Man needs encouragement. 2
 - d. Man needs harmony. 3
39. How do you avoid becoming physically involved when placing a man in close custody? 2

Annex "B" to Part II (Cont'd)

40. "In addition to the serious disciplinary problems that require charges there are certain other kinds of behaviour that should be referred to your immediate superior." List three such kinds of behaviour. 6
41. How would you remedy the following causes of poor behaviour:
- a. Lack of mental ability. 4
 - b. Failure to recognize risks. 2
 - c. Harassment by other men. 2
 - d. Feeling of inferiority. 3
42. When a man comes to you with a problem how do you assist him to talk. 5
43. Fill in the missing phrase
- Any decision you reach during counselling should be effective, realistic, and have.....
-
- 2
44. The first step in representing your men is to let them know you are available to represent them. What is the second step? 4
45. Fill in the missing words
- Before you bring the problem to the attention of those concerned you must determine that the facts are.....
- and that the problem is.....
- and..... 3

Annex "B" to Part II (Cont'd)

46. "Two general kinds of problems arise which may require you to represent your men to your superiors:
- a. To obtain benefits for your men.
 - b. To protect your men".
- a. Name three such benefits. 3
 - b. Name three cases where protection may be necessary. 3
47. List three rules to follow which will ensure that you are showing loyalty to each of the following:
- a. Your superiors.
 - b. Your equals. 9
 - c. Your men.
48. Fill in the missing word
- When you do what has to be done without being told you are showing
- 2
49. List five occasions when you will demonstrate to your men how well you know your job. 5
50. Fill in the missing word
- If there is one failing that men will neither forgive their leaders nor forget, it is lack of..... 5

Annex "B" to Part II (Cont'd)

51.	List five service situations where you can set the example of "honesty" to your men.	5
52.	Award for neatness and legibility.	10
		HPS - 300
		PASS MARK - 200

Annex "C" to Part II
Junior Leadership GuideMARKING GUIDEFORSELF-EXAMINATION

1. Any five of the following Sources of Information at 2 marks each:
superiors, subordinates, personnel from other ships/units, service publications, bulletin board, maps/charts, ground. HPS 10
2. Verify it 2 marks HPS 2
3. Any five of the following key times at 2 marks each: HPS 10
 - a. When you first join a ship/unit;
 - b. When assigned a class to teach;
 - c. When changes are made;
 - d. When new activities are coming up;
 - e. When moving into a new sector;
 - f. When co-ordinating with other units;
 - g. When being assigned a job.
4. Three marks each for the essentials listed below under each type of information:
 - a. Technical - Study service manuals; attend classes; observe and talk to more experienced Leaders; and practice necessary skills;

Annex "C" to Part II (Cont'd)

- b. Knowledge of Your Men -
Personal interviews with new men; observe your men as they work; listen to their conversations; informal bull-sessions; question your men; listen to their problems; and examine their records;
 - c. Knowledge of SOPs - Briefings by superiors; on their initiative or at your request; reading orders, briefings by your own men, on their initiative or at your request;
 - d. Knowledge of Your Superiors and Your Equals - Briefings by superiors; observing superiors and equals; listening and talking to superiors and equals. HPS 12
- 5. Any two of the following additional information requirements at 4 marks each: Names and locations of Key POs/NCOs; location and activity of each of your men; location of orderly room, stores etc. HPS 8
- 6. Execution HPS 5
- 7. Any 12 of the information listed at para 3 of Article 505 at 1 point each. HPS 12
- 8. False 2 points If marked true - 1 HPS 2
- 9. Two marks each for the following considerations:
 - a. Consider the order
 - b. Consider the conditions

Annex "C" to Part II (Cont'd)

- c. Consider the resources available
- d. Consider the alternative procedures HPS 8
- 10. Act or put the decision into effect. HPS 2
- 11. Three marks each for any two of the following likely advantages:
 - a. Increases likelihood you will have all the facts.
 - b. Increases likelihood your men will willingly obey your decision.
 - c. The decision will probably be better than one you would have reached alone. HPS 6
- 12. One mark each for any eight of the essential questions listed at para 5 of Article 602. HPS 8
- 13. Roster basis. HPS 4
- 14. Two marks each for any four of the following SOPs:
 - a. Passing the word
 - b. Special signals
 - c. Knowing where men are
 - d. Picking men for fatigues
 - e. Relieving men
 - f. Cleaning quarters
 - g. Taking care of each other

Annex "C" to Part II (Cont'd)

- h. Lesson plans HPS 8
15. One mark for each of the following
"feedback" checks:
- Encourage questions; ask specific
questions; require men to de-
monstrate or practice. HPS 3
16. One mark each for any three of the
following:
- a. Face-to-face talking
- b. Radio and telephone
- c. Hand signals
- d. Written messages
- e. Demonstrations HPS 3
17. One mark for each of the following:
- a. Use positive words
- b. Use a positive tone
- c. Use positive gestures HPS 3
18. One mark each for any five of the
following:
- a. Emphasize the importance of
the information
- b. Indicate confidence in your men
- c. Encourage your men to do good work
- d. Appeal to the competitive spirit

Annex "C" to Part II (Cont'd)

- e. Promise inspection
 - f. Promise rewards or threaten corrective action HPS 5
19. One mark each for any three of the following:
- a. The man who has just completed new entry/recruit training.
 - b. The man who joins the group from another service or another branch.
 - c. The man who has missed training because of illness, leave or fatigues.
 - d. The man who is a slow learner.
 - e. The man who has the wrong attitude towards the service. HPS 3
20. Two marks for each of the following Key Times:
- a. When a man first joins or rejoins your group.
 - b. When changes have taken place.
 - c. When something new is coming up for which the men have to prepare.
 - d. When assigning a job or mission to a man or to the group. HPS 8
21. One mark for each Key Time listed in para 2 b. of Article 702. HPS 4
22. How, when, where. Two marks each HPS 6

Annex "C" to Part II (Cont'd)

23. Two marks each for Aim, Interest, Senses, Class Participation, Confirmation, Simplicity, Human Element. HPS 14
24. One mark for each underlined word. Collect, Consider, Select, Arrange, Master. HPS 3
25. One mark each for any three of the following points:
- a. Stop the man.
 - b. Show him how to do it better.
 - c. Teach remaining men if you feel they are likely to make the same mistakes.
 - d. When doing so, be careful not to ridicule or embarrass the first man. HPS 3
26. Two marks for each of the following operations:
- a. Observing your men as they work.
 - b. Giving them orders in reaction to changes in the situation.
 - c. Examining the completed work.
 - d. Reacting to the quality of the work. HPS 8
27. One mark for each of the following; add one mark correct sequence:
- a. Indicate what is wrong.
 - b. Indicate how to correct the mistake.

Annex "C" to Part II (Cont'd)

- c. Require the man to correct his work.
- d. Supervise or inspect the improvement. HPS 5
- 28. Two marks for each of the following:
 - a. When work is unfamiliar.
 - b. When failure would be costly. HPS 4
- 29. Two marks each for: Correcting; Rewarding; Critiquing. HPS 6
- 30. Four marks each for:
 - a. To teach the man to do a better job in the future.
 - b. To motivate the man to do a better job in the future. HPS 8
- 31. Two marks each for:
 - a. Criticize verbally.
 - b. Recommend extra training.
 - c. Inform your superiors.
 - d. Lay a charge under the NDA. HPS 8
- 32. Praise HPS 5
- 33. One mark for each of the following principles:
 - a. Indicate that you are rewarding, and why.
 - b. Suit the reward to the quality of the work.

Annex "C" to Part II (Cont'd)

- c. Suit the reward to the man.
- d. Impress the man with the reward.
- e. Reward consistently. HPS 5
- 34. Two marks each for any two of the kinds of performance listed at para 7 of Article 905. HPS 4
- 35. "A reconstruction and description in detail of the good and bad points of the group's performance on a job, in order to learn from that performance". Own Words, covering above essentials. HPS 3
- 36. One mark for each of the following points:
 - a. Summarize the original order.
 - b. Describe what actually happened.
 - c. Point out mistakes.
 - d. Point out things done correctly.
 - e. Develop SOPs for future use. HPS 5
- 37. Two points each for any two of the following symptoms:
 - a. When a good worker suddenly fails to perform properly.
 - b. Fighting.
 - c. Excessive complaining.

Annex "C" to Part II (Cont'd)

	d.	AWOL and/or excessive sick parades.	HPS	4
38.	a.	Listen.	HPS	1
	b.	Don't give advice. Help the man decide for himself what to do.	HPS	2
	c.	Talk to the man, set an example, joke with him, encourage men to sing.	HPS	2
	d.	Discourage isolation, discourage cliques, prevent arguments and fights, encourage group harmony.	HPS	3
39.		"Fall in two men".	HPS	2
40.		Two points each for any three of the following kinds of behaviour:		
	a.	Men who are continually discouraged or depressed.	HPS	6
	b.	Men who refuse to associate with others.		
	c.	Men who are unable to sleep at night or have nightmares.		
	d.	Men who use narcotics or drink excessively.		
	e.	Men who suddenly begin to behave in an unusual manner.		
41.	a.	(1) Repeat all instructions.		
		(2) Ask questions to make sure he understands.		

Annex "C" to Part II (Cont'd)

- (3) Supervise him closely.
- (4) Assign work suitable to limited mental ability. HPS 4
- b. (1) Point out the probable results of his undesirable conduct.
- (2) Make him realize the seriousness of a formal charge. HPS 2
- c. See that every man in your group gets a fair chance and fair treatment from you and from the other men. HPS 2
- d. Help the man build up his self-confidence by:
 - (Any three)
 - (1) Giving him jobs he can handle.
 - (2) Giving him extra training.
 - (3) Counselling and encouraging him.
 - (4) Seeing that he is not discriminated against. HPS 3
- 42. a. Make him at ease and comfortable.
- b. State your willingness to help.
- c. Ask questions.
- d. Restate what he has said.

Annex "C" to Part II (Cont'd)

e.	Encourage him to suggest possible solutions to his problem.	HPS	5
43.	No bad side effects.	HPS	2
44.	Get the facts.	HPS	4
45.	Correct serious clear-cut	HPS	3
46.	a. Any three benefits listed in para 2 of Article 1103.	HPS	3
	b. Any three cases listed in para 3 of Article 1103.	HPS	3
47.	a. Any three rules from para 2 of Article 1203.	HPS	3
	b. Any three rules from para 3 of Article 1203.	HPS	3
	c. Any three rules from para 5 of Article 1203.	HPS	3
48.	Initiative.	HPS	2
49.	Briefing, teaching, answering their questions, supervising and inspecting, and criticizing.	HPS	5
50.	Courage.	HPS	5
51.	One mark each for any five of the following service situations:		
	a. Scoring honestly on the small arms range.		
	b. Not cheating when conducting compass marches or night exercises.		

Annex "C" to Part II (Cont'd)

c.	Admitting when you are wrong.		
d.	Giving honest reports of what your group has accomplished.		
e.	Giving honest reports of what was seen on patrol.		
f.	Not stealing, selling, or wasting government property.	HPS	5
52.	Award for neatness and legibility.		10
		TOTAL HPS	300
		PASS MARK	200